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ABSTRACT

Simulation exercises focusing on the development of personal and technical skills of supervision and decision making are presented as the first in a series of projects designed to develop, test, and disseminate simulation training materials for state leadership development. The exercises incorporate three dimensions of supervisory behavior: functions, goals, and processes. This publication includes four simulation exercises, an instructor's guide, background data for the exercises, and student working papers. The exercises may be used individually, as a group of four related exercises, or in combination with exercises to be developed within this series. These exercises were developed from actual case histories and problems submitted by present leaders of vocational education. The instructors guide attempts to provide assistance in conducting training sessions utilizing this material. (CH)

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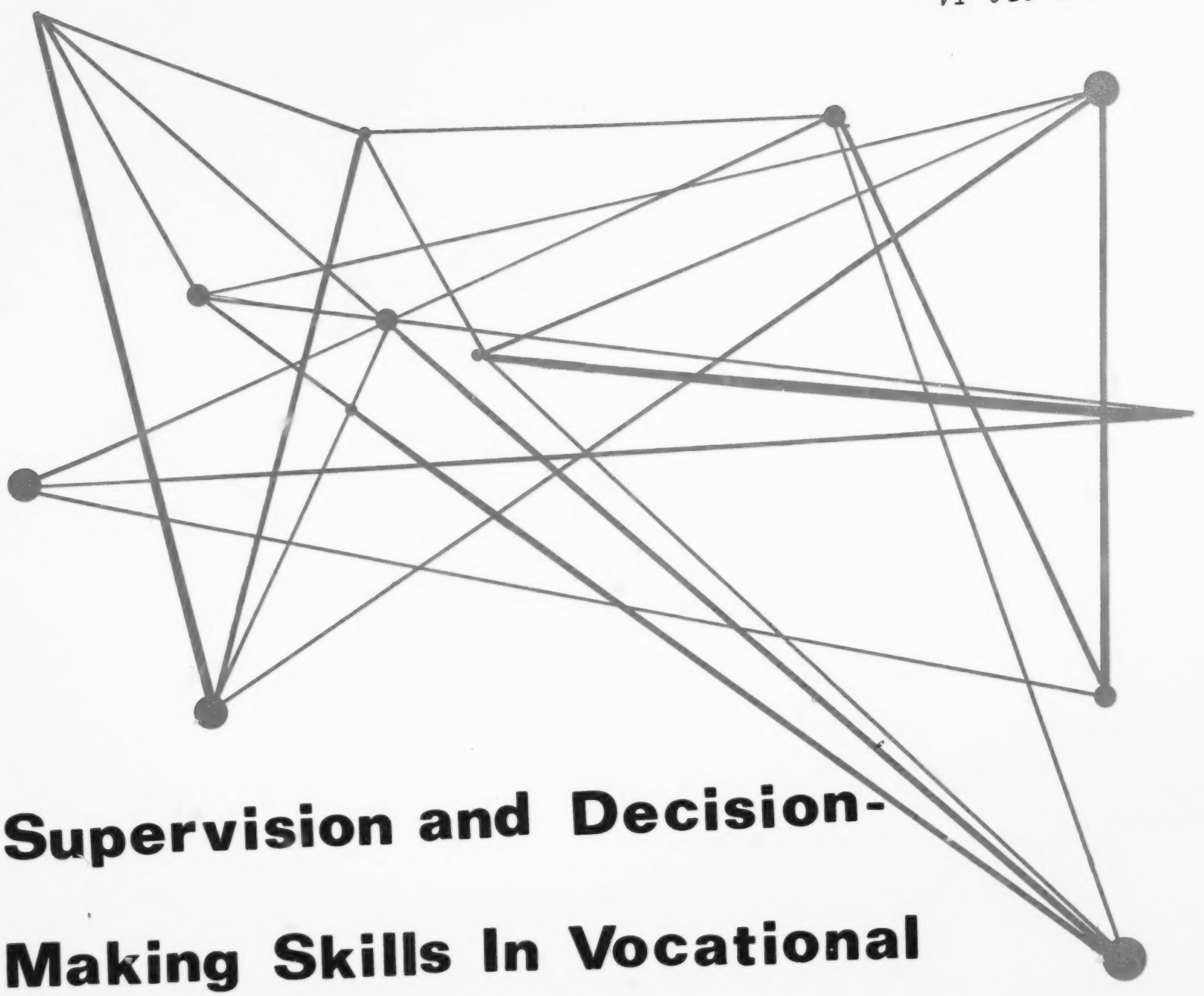
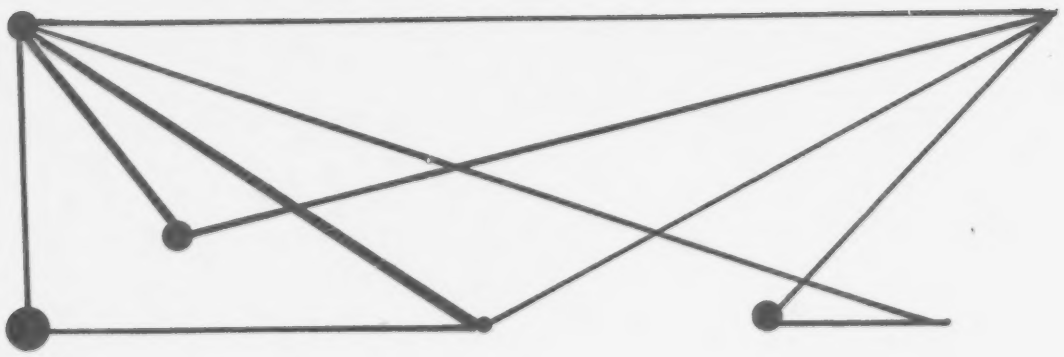


Supervision and Decision-Making Skills In Vocational Education:

A TRAINING PROGRAM UTILIZING SIMULATION TECHNIQUES



THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

THE OHIO STATE UNIVERSITY
1900 Kenny Rd., Columbus, Ohio, 43210

VT 010 277

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;

2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;

3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;

4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;

5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;

6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Resources Information Center located in the U. S. Office of Education.

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RESEARCH SERIES NO. 51
VT 010 277

FINAL REPORT
ON A PROJECT CONDUCTED UNDER
PROJECT NO. 7-0158
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SUPERVISION AND DECISION-MAKING SKILLS IN VOCATIONAL EDUCATION: A TRAINING PROGRAM UTILIZING SIMULATION TECHNIQUES

DICK C. RICE

RICHARD F. MECKLEY

The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

MARCH 1970

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PREFACE

One of the central concerns of The Center is the preparation of state leadership personnel in vocational and technical education. The importance of this area was reinforced by the 1968 report of the Advisory Council on Vocational Education, *The Bridge Between Man and the World of Work*, when it reemphasized the importance of preparing vocational education leaders. In an effort to meet this need, The Center has developed training materials and has provided a number of in-service education programs for state vocational education leadership personnel.

This publication reports the first in a series of projects designed to develop, test and disseminate simulation training materials for state leadership development. Simulation, as a training strategy, builds on the realism that a simulated situation offers, and provides tryout experiences in interpersonal and other critical problem areas. The focus of this initial "package" is on the development of personal and technical skills of supervision and decision-making. Succeeding publications will focus upon local program and facility planning and state planning for vocational education. All materials are primarily designed for use with state leadership personnel, either on an in-service basis or through graduate education programs.

We are indebted to Darrell Ward, state vocational education leadership specialist at The Center, for his editing and preparing the materials for publication. Materials in this publication were piloted in a field test arranged by the Adult Vocational Library Programs staff, Region IV, United States Office of Education, during February 1969 at Chicago, Illinois. The Center gratefully acknowledges the assistance in designing and conducting the field test received from Daryl E. Nichols, Vocational Technical Education Program Officer, and other members of the Vocational Technical Education staff of Region IV. The field test participants from the states of Region IV contributed much to the evaluation and revision of the materials.

We trust that these materials will inject additional relevance into state leadership training programs, and that state depart-

ments, university graduate education programs and others will utilize these in their staff development programs.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

INTRODUCTION

This publication represents one effort of The Center to meet its objective of upgrading vocational education leadership through advanced study and in-service education programs. It is sincerely hoped that the material contained herein will prove useful in light of the stated objective.

Contained in this publication is the complete package of simulation materials including the simulation exercises, an instructor's guide, background data for the exercises, and student working papers. In instructional use separate reproduction of portions of this publication will be necessary (Permission to reproduce is not required).

The exercises may be used individually, as a group of four related exercises or in combination with other exercises which will be available in later simulation training publications of The Center. These exercises were developed from actual case histories and problems submitted to the writers by present leaders of vocational education. Effort has been made to assure their accurate presentation of day-to-day working problems of state vocational education supervisory personnel.

The instructor's guide attempts to provide assistance in conducting training sessions utilizing this material. A limited amount of instructional content is supplied but additional materials related to supervisory and decision-making skills will be required. The suggested workshop agenda is intended only as a possible model to be considered. Expansion and extension of this model to specifically fit the population to be served will be needed.

These materials have been successfully used in workshop settings with agenda similar to the one suggested. The potential user is reminded that simulation is only one instructional method and that the effectiveness of these simulation exercises will be enhanced when they are combined with other instructional techniques. What is recommended as the instructional sequence of the suggested agenda is the presentation through lecture, films, written materials, etc., of new knowledge to the learner, the exercise of the learner's new and accumulated knowledge through the simulation problems, and the provision of opportunity to test and evaluate his solution to problems through interface with his peers and authorities in the field.

Although these materials are being distributed for general use, we strongly urge due to their somewhat unique nature, that any individual or organization contemplating their use, obtain "training for use" of the materials. "Training for use" might be accomplished in the following manner(s).

1. Through previous experience in conducting simulation training sessions.

2. Through attendance at a Center sponsored workshop utilizing the materials at which there is provided special instructor preparation.

3. Through apprenticeship to an experienced instructor who is conducting a workshop utilizing the materials.

4. Through extensive consultation and individual instructor preparation with an individual approved by the state leadership and/or dissemination specialist of The Center.

The Center would like to acknowledge the University Council for Education Administration, 29 West Woodruff Avenue, Columbus, Ohio for permitting us to use portions of their Madison School District Simulation materials in this publication. The name, "State of Lafayette," names of certain counties and cities and portions of the demographic data have been adapted for use from the Madison School District Simulation.

It is the sincere desire that these and succeeding simulation materials to be published prove valuable in the preparation of vocational education leaders. Suggestions for their revision and improvement will be welcomed.

Darrell L. Ward, Specialist
State Leadership
The Center for Vocational
and Technical Education
The Ohio State University

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Research Series No. 51

Supervision and Decision-Making Skills In Vocational Education: A Training Program Utilizing Simulation Techniques

SECTION I

INTRODUCTION TO THE SIMULATION EXERCISES

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

INTRODUCTION

OBJECTIVES

The purpose of this simulation training program is to improve the human and technical skills of state supervisors and other state leadership personnel. To accomplish this overall purpose, the following objectives have been established:

1. To delineate the tasks and attendent problems of supervision;

2. To differentiate and show relationships between maintenance and innovative supervision;

3. To show the relevance and importance of communication, human relationships and decision-making to effective supervision and leadership;

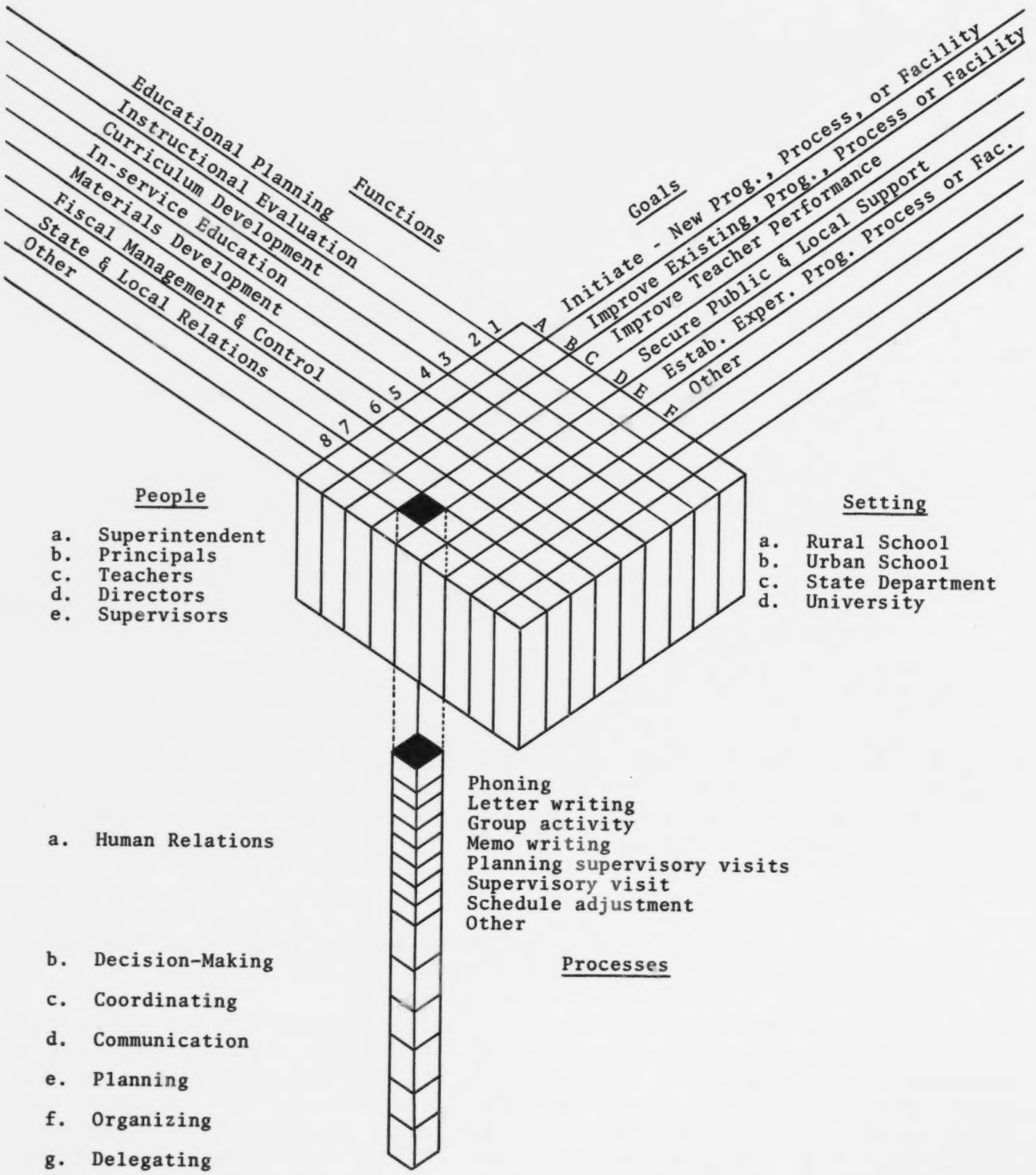
4. To practice and relate the concepts above to the solution of supervisory problems through involvement in simulated experiences.

SUPERVISION

Supervision is defined by Harris as "what school personnel do with adults and things for the purpose of maintaining or changing the operation of the school in order to directly influence the attainment of the major instructional goals of the school." In working with "adults and things" the supervisor needs both technical and human skills. He needs to know his job; he needs to know people.

The components of behavior practiced by vocational education supervisors are depicted graphically in Figure 1.

The three-dimensional grid shown in Figure 1 does not represent a "theory" of supervision. It is merely a convenient way of showing what vocational supervisors do (functions); why they do them (goals); and how they do them (processes). In carrying out their tasks, they work with various kinds of people in various settings. For example, an assistant state supervisor of agriculture education might work with a local director in a rural school district to initiate a new curriculum which may call for an in-service education program for the present instructional staff.



COMPONENTS OF SUPERVISORY BEHAVIOR.

Figure 1.

As they move toward their goal, the supervisor engages in routine processes such as telephoning and letter writing. It is anticipated, perhaps necessitated, that good human relations, communications, and rational decision-making will be practiced throughout.

Supervision is sometimes dichotomized into maintenance and innovative supervision. Maintenance supervision consists of the tasks performed by supervisors aimed at retention of certain aspects of an educational program. Those aspects of the program which have shown themselves to be educationally sound and well adapted to meeting the local school's objectives are retained until, in the professional judgment of educational workers, more promising possibilities are available.

Innovative supervision has as its purpose, the promoting of desirable changes in the educational enterprise. Innovations and new understandings which show promise of making instruction more effective may be introduced wholly, partially, or experimentally in the educational program.

In actual practice, the supervisor uses both maintenance and innovative supervision. The approach used will depend heavily on the nature of the problem to be solved. The effectiveness and success of a supervisor to a large degree depends on his ability to come up with a judicious mixture of maintenance and innovative supervision along with good human relations which will help convince local school officials of the need for continuous educational progress.

BACKGROUND INFORMATION FOR SIMULATION EXERCISES

In three of the four exercises in this simulation program, you will assume the role of Francis R. Ramey, Assistant Supervisor, Department of Education, State of Lafayette.

Lafayette is a midwestern state bounded on the west and south by Brighton and Lafayette Rivers, respectively (Figure 2). The Department of Education, located at the geographic center of the state, is in Capital City. More complete information of the State of Lafayette can be found in the background materials which will be supplied by the instructor.

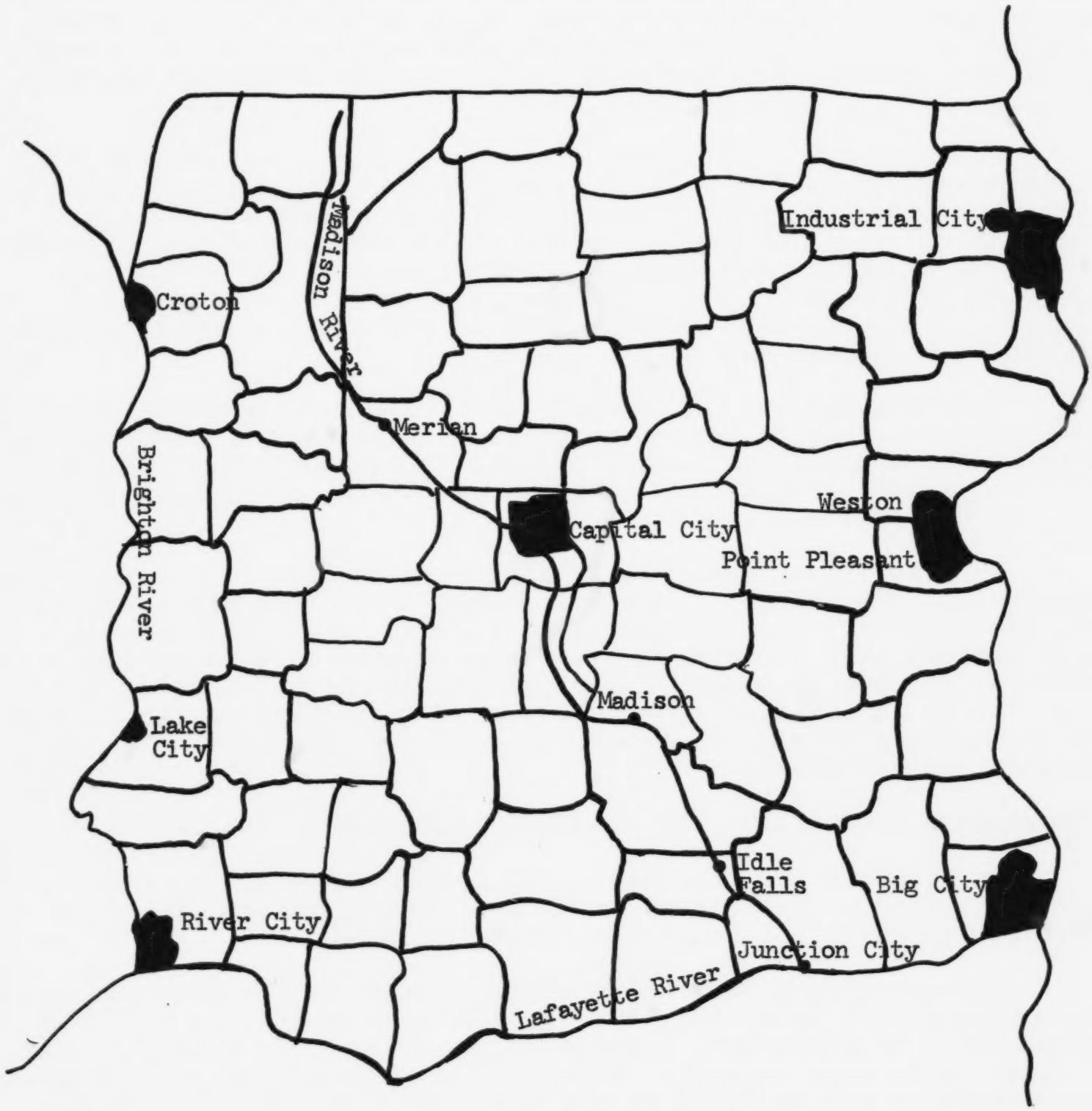


Figure 2. State Of Lafayette.

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Supervision and Decision-Making Skills In Vocational Education: A Training Program Utilizing Simulation Techniques

SECTION II

SIMULATION EXERCISE I

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

SIMULATION EXERCISE I
In-Basket

In Exercise I, you are called upon to react to memos, letters, etc. which you find in the in-basket on your desk. You should be able to set priorities on the demands on your time and separate routine tasks from problems and potential problems.

Later in the exercise, you will be faced with a very definite problem in communication and human relations. Although the simulation exercise is designed in such a way that you are forced to handle this situation badly, you, nevertheless, are given an opportunity to indicate better approaches.

In Simulation Exercise I you, Francis Ramey, Assistant State Supervisor, will relate one way or another, with each of the persons listed below. Familiarize yourself with their names and positions before beginning the exercise.

Name	Position
Marion J. Hiller	State Supervisor
Miss Mary Martin	Your Secretary
Dr. Milford P. Conroy	State Director
Phyllis Waid	Social Committee Chairman
John Perkins	Coordinator of Secondary Education, Big City

Exercise I
Part 1

Tuesday, January 14

Congratulations Francis Ramey. You were fortunate in being selected assistant state supervisor of vocational education for the State of Lafayette. It is now six months since your appointment. As you sit in your office in Capital City, you are satisfied with your progress. You have successfully and ethically made the transition from teacher to supervisor. Your house back at Madison has been sold, and your family is comfortably settled in your new home. Yes, you have a lot to be thankful for this January afternoon as you start final preparations for a visit to Lake City to look in on your old friend George Appleton, the local director of vocational education.

In addition to getting ready for the trip to Lake City you have to catch up on some desk work because you have been out of your office yesterday afternoon and this morning.

- -

INSTRUCTIONS: READ ALL IN-BASKET ITEMS (1 through 7) BEFORE RESPONDING TO ANY OF THEM. AFTER READING ALL SEVEN ITEMS, RESPOND TO THEM IN ANY ORDER AND ANY WAY YOU DEEM MOST APPROPRIATE. IF YOU WRITE A LETTER, MAKE A PHONE CALL, SCRATCH A NOTE, ETC., MAKE YOUR RESPONSE ON THE PROPER FORM WHICH YOU WILL FIND IN YOUR SUPPLY PACKET. COMPLETE WORKSHEET 1 BEFORE PROCEEDING TO PART 2 OF SIMULATION EXERCISE I FOR WEDNESDAY, JANUARY 15.

Exercise I Part 1
Tuesday, January 14

In-Basket Item #1

Date *January 10*

Mr. *Ramey*

WHILE YOU WERE OUT

Mr. *Hiller*

☐ Called you by Telephone

☒ Was in to See You

At *4:30 p.m.* o'clock

Message *Wants you to contact him before you go over to Lake City.*

Wants you to call him. Telephone No. *Ext. 239*

Signed *Mary*

Tuesday, January 14

In-Basket Item #2

LAFAYETTE DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Mr. Ramey Date: January 11

From: M. P. Conroy Subject: Educational Leave

I'm sorry Mr. Ramey, but I cannot chat with anyone until I complete some statistical work for the governor's office.

I have asked Mrs. Smith to schedule a meeting to discuss your request for free time for graduate work.

Check with Mrs. Smith, I think the earliest I can see you is Thursday.

Tuesday, January 14

In-Basket Item #3

Date *January 13*

Mr. *Ramey*

WHILE YOU WERE OUT

Mr. *Scott - teacher at Junction City*

☒ Called you by Telephone

☐ Was in to See You

At *8:30 a.m.* o'clock

Message *His certification is delayed. There seems to be some mix up at the State Bureau of Teacher Certification. Can you help?*

Wants you to call him. Telephone No. _____

Signed *Mary*

Tuesday, January 14

In-Basket Item #4

LAFAYETTE DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Mr. Ramey Date: January 13

From: Phyllis Waid - Social Committee Chairman Subject: Flower Fund

The flower fund is nearly over the top this year.

Please do not forget to contribute your fair share - $1.50.

Tuesday, January 14

In-Basket Item #5

LAFAYETTE DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Mr. Ramey Date: January 13

From: M. J. Hiller Subject: Problem in Big City

Sorry to have missed you Friday. I'm sending this note because I'll be out of town the rest of today and all day Tuesday.

Dr. Conroy received a call from Mr. Perkins, the coordinator of secondary education in Big City Schools. It seems important to Perkins that we drop by and consult with him concerning some program problem.

Since we have been concerned about developing more interest in vocational education in Big City, I think you should drop by Mr. Perkin's office on your way to Lake City to listen to his problem and see what you can do. I understand that he won't be in until 9:00 a.m., Wednesday.

I hope this request doesn't cause you undue difficulty. Please report to me upon your return.

Tuesday, January 14

In-Basket Item #6

January 8

Mr. Francis R. Ramey
Assistant State Supervisor
Division Vocational Education
State Office Building
Capital City, Lafayette

Dear Mr. Ramey,

I am a student in the Madison Vocational Education Program. I am a senior and expect to graduate in June.

My dad, Charles Elgin, is on the Madison Board of Education. He has met several people from the state department, and suggests that I write to get information about a future in the department.

Could you write me a letter explaining how I can qualify to become an assistant state supervisor of vocational education?

Thank you.

Yours truly,
Tom Elgin

Tuesday, January 14

In-Basket Item #7

MERIAN COMPREHENSIVE VOCATIONAL HIGH SCHOOL

January 10

Mr. Francis R. Ramey
Div. of Voc. Educ.
State Office Building
Capital City, Lafayette

Dear Frank:

I'm in kind of a bind. I need some information on "The Role of Vocational Education in American Society." As a teacher at Merian Area Vocational School, I don't really get to keep up with the philosophers like you do. Could you send a list of two or three goals for vocational education, a couple of ideas about new developments and the titles and authors of two or three books or articles on the subject.

I need this information because I have to make a speech to the combined PTAs of all the Merian schools. I'd sure like to do a good job.

How are things going on the new job? Pretty soft?

So long,

Peter J. Rumford

Peter J. Rumford
Voc. Instr. Merian C.V.S.

PJR/kr

INSTRUCTIONS

MR. RAMEY,

BEFORE RESPONDING TO QUESTIONS ON WORK SHEET NO. 1, TAKE ACTION OR NO ACTION TO THE FIRST SEVEN ITEMS. INDICATE YOUR ACTION ON THE PROPER FORM LOCATED IN YOUR SUPPLY PACKET. THEN PROCEED THRU WORK SHEET #1.

Exercise I Part 1
Tuesday, January 14
Work Sheet #1

Mr. Ramey,

(1) What is your assessment of the problems confronting you as a result of your activity this afternoon? State as clearly as possible in descending order of importance (1-2-3, etc.) the problems as you perceive them. After you have stated each problem, list the activities that you will initiate immediately to solve the problem. Then, state what you believe will be the effects of your actions. (Use other paper if necessary.)

(2) What could have been done to prevent your two most important problems listed above?

(3) Could you have done anything specific to prevent them from occurring? What?

Exercise I
Part 2

Wednesday, January 15

Francis Ramey, you have just arrived at the office of the coordinator of secondary education for the Big City Schools. All the way from Capital City you have been thinking about the problem presented by Hiller's memo.

What will be your major objectives at Big City today? Please state them below:

Exercise I Part 2
Wednesday, January 15

Francis Ramey, you have just been introduced to John Perkins, the Big City secondary education coordinator. Mr. Perkins is very warm and friendly, but businesslike. He seems intensely interested in young people and in doing the best possible job that he can to help them educationally.

It has become evident in the conversation that Perkins would like to have you "look over" a new program at the vocational high school which has been in operation since September.

After driving to the vocational school, you again meet Perkins who conducts you through learning areas where 200 students are enrolled in a unique program. Most of the students are obviously from poor central city families comprising the racial minority in the city.

A major characteristic of the program according to Perkins is that each and every student is guaranteed a job upon satisfactorily completing the program. You have never seen anything like this before, and you tell this to Perkins.

You also notice that the program does not satisfy the state criteria on at least five counts. When Perkins mentions state funding for the program, you mention its shortcomings in light of the criteria.

With this information, Perkins becomes very upset and says, "That's the trouble with you vocational education people. When you're more interested in kids than your regulations, I'll be more interested in you and your programs." With this statement Perkins dismisses you by leaving the room.

As you drive on to Lake City, what are your thoughts on the situation encountered at Big City? Please state them below.

Exercise I Part 2
Wednesday, January 15
Work Sheet #2

Mr. Ramey,

(1) Did you rank your visit to Big City high on the list of problems yesterday? Where do you rank it today? State your problem at Big City as clearly as you can. Then list the steps you will take to solve the problem.

(2) If you ranked the importance of the problem at Big City differently today than yesterday, please explain why you have changed your opinion.

(3) How could <u>you</u> have avoided this problem during the visit?

Research Series No. 51

Supervision and Decision-Making Skills In Vocational Education: A Training Program Utilizing Simulation Techniques

SECTION II

SIMULATION EXERCISE II

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

SIMULATION EXERCISE II
In-Basket

In Exercise II, you, Francis Ramey, are again required to take action on items that have crossed your desk while you were away on your visit to Big City. Again you are called upon to set priorities on the demands presented by messages on your desk and to separate routine tasks from problems and potential problems.

This afternoon, you will report to Mr. Hiller on your somewhat traumatic meeting with Big City's Mr. Perkins. Tomorrow, you will attend an important conference with officials from Big City and the State Department of Education. The objective of the meeting will be to "iron out" the Big City problem.

Personnel not previously mentioned in Exercise I, playing key roles in Simulation Exercise II are given below.

Name	Position
Dr. Emerson Von Hond	Superintendent, Big City Schools
Thomas A. Brink	Associate State Director, Program Development
Glenn Howard	Deputy State Superintendent for Instruction
Thomas Jones	State Representative, Big City

Exercise II
Part 1

Thursday, January 16

It is 8:00 a.m. as you arrive at your office in Capital City. You are aware of the problems you identified yesterday and you plan to get right at the task of solving them.

- -

INSTRUCTIONS: READ ALL IN-BASKET ITEMS (1 through 5) BEFORE RESPONDING TO ANY OF THEM. AFTER READING ALL FIVE ITEMS, RESPOND TO THEM IN ANY ORDER AND ANY WAY YOU DEEM MOST APPROPRIATE BY USING THE FORMS PROVIDED IN YOUR SUPPLY PACKET. THEN, COMPLETE WORK SHEET 1 BEFORE PROCEEDING TO THE THURSDAY AFTERNOON SIMULATION EXERCISE. THEN, COMPLETE WORK SHEET 2. NEXT, BEGIN THE SIMULATION EXERCISE FOR FRIDAY MORNING. FINALLY, COMPLETE WORK SHEET 3.

Exercise II Part 1
Thursday, January 16

In-Basket Item #1

Date *January 15*

Mr. *Ramey*

WHILE YOU WERE OUT

Mr. *Johnson - teacher at Madison*

☒ Called you by Telephone

☐ Was in to See You

At *2:00 p.m.* o'clock

Message *Would like to share a ride with you to the district meeting at Point Pleasant, Friday, January 17 at 7:00 p.m.*

Wants you to call him. Telephone No. *666-3472*

Signed *Mary*

Thursday, January 16

In-Basket Item #2

LAFAYETTE DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Mr. Ramey

Date: January 15

From: Mable M. Smith

Subject: Educational leave
Conference Dr. Conroy

I have arranged an appointment for you with Dr. Conroy on Friday, January 17 at 9:00 a.m.

Thursday, January 16

In-Basket Item #3

Date *January 15*

Mr. *Ramey*

WHILE YOU WERE OUT

Mr. *Miss Waid*

☒ Called you by Telephone

☐ Was in to See You

At *4:30 p.m.* o'clock

Message *Needs flower fund money - $1.50.*

Wants you to call him. Telephone No._____

Signed *Mary*

Thursday, January 16

In-Basket Item #4

LAFAYETTE DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Mr. Ramey Date: January 15

From: M. J. Hiller Subject: Big City Problem

Dr. Conroy received a call from Dr. Emerson Von Hond, Superintendent at Big City. There seems to be some misunderstanding connected with your visit there today.

Could you report to me about the situation at 1:00 p.m. tomorrow?

Thursday, January 16

In-Basket Item #5

January 13

Mr. F. R. Ramey
Supervision of Vocational Education
State Office Building
Capital City, Lafayette

Dear Mr. Ramey:

Our graduate class on the functions and activities of state supervision in vocational education meets every Friday at the University of Lafayette.

As a student in the class, it is my pleasant task to invite you to discuss, frankly, with us the problems confronting first year supervisors in vocational education today.

Could you come to the 880 class on Friday, January 24 at 8:00 p.m. in room 312 Smith Hall? Please send me an outline of your major points prior to the meeting.

Thanks.

Sincerely,

Joseph Leach

Joseph Leach

JL/kr

Exercise II Part 1

INSTRUCTIONS

MR. RAMEY,

BEFORE RESPONDING TO QUESTIONS ON WORK SHEET NO. 1, TAKE ACTION OR NO ACTION TO THE FIRST FIVE ITEMS. INDICATE YOUR ACTION ON THE PROPER FORM LOCATED IN YOUR SUPPLY PACKET. THEN PROCEED THRU WORK SHEET #1.

Exercise II Part 1
Thursday, January 16
Work Sheet #1

Mr. Ramey,

(1) What is the problem presented by Hiller's memo? State it as clearly as you can.

(2) What will be your role in the meeting at 1:00 p.m.? What will you say and do? What is your predicted outcome for the meeting?

(3) What materials and information will you collect and take to the meeting with Hiller at 1:00 p.m., January 16?

Exercise II
Part 2

Thursday, January 16, 1:00 p.m.

A. Francis Ramey, your planning and information gathering is complete and you are waiting in Hiller's outer office for your 1:00 p.m. report on the Big City situation as directed in Hiller's memo, which you found on your desk this morning. You have done the very best that you can in order to prepare for this meeting. Your report will be a good one.

B. Mrs. Brown has ushered you into Hiller's presence. You note immediately that Hiller is not alone. Conroy is with him. The atmosphere in the room seems a bit tense. The first man to speak is Conroy. "Mr. Ramey, glad to see you. I guess you got into a hornets nest down at Big City yesterday. It seems that Perkins believes that we will not fund that new program. Of course, this is in direct opposition to what I had indicated to Von Hond last August. Did you say anything that might have lead Perkins to his conclusion?

Hiller breaks in, "Francis, I guess it's time for your report. Just what happened at Big City yesterday?"

- -

Mr. Ramey, please write an abbreviated version of your response below and on the following page.

Your report is accepted and Conroy informs you and Hiller that a second conference has been scheduled at 9:00 a.m. tomorrow, Friday, January 17, in his office to iron out the problem.

Mr. Brink will chair the meeting, those attending, in addition to you, will include:

1. John Perkins
2. M. P. Conroy
3. M. J. Hiller
4. T. A. Brink

Exercise II Part 2
Thursday, January 16
Work Sheet #2

Mr. Ramey,

(1) Please state as clearly as possible what you perceive the major problem to be at this point.

(2) What would you like to have the conference accomplish tomorrow? What do you believe to be an ideal solution to this problem?

(3) How do you envision your role in tomorrow's conference? What will you do or say?

(4) What materials and information will you gather for this meeting?

Exercise II
Part 3

Friday, January 17, 9:00 a.m.

Francis Ramey, the conference between Big City school and division administrators is in session. You noticed as you walked in that all the invited participants Conroy mentioned are here. In addition, Deputy Superintendent, Glenn Howard, has come to the meeting. Another new member of the group is a representative of the minority group most prevalent in Big City. During the introductions you find that he is Thomas Jones, state representative from Big City, and you recall his name being linked favorably with vocational education legislation last session. He seems a little tense.

Tom Brink opened the meeting on a light note. Then he had some nice things to say about the Big City vocational program. He mentioned that you are a new assistant state supervisor in the area and praised your work generally. He emphasized the need for effective vocational programs in city schools.

The state representative broke into the conversation and said, "I am glad to hear of your interest in our problems in Big City. One of our main objectives is to produce employable young people. After our initial talks with Dr. Von Hond, we understood that our new program had received tentative approval for funding through this office. I worked like a horse to get every single businessman in my district behind the program and committed to hiring the graduates. You can imagine my chagrin upon hearing that the program could not be funded."

- -

INSTRUCTIONS: MR. RAMEY. PLEASE TURN TO WORK SHEET #3

AND COMPLETE THE PROBLEMS LISTED.

Exercise II Part 3
Friday, January 17
Work Sheet #3

Please step out of character.

(1) Now state the problem as clearly as you can.

(2) Describe the probable outcome of the Friday conference.

(3) Consider this typology for the problems Ramey faced: (1) human relations, (2) decision-making, (3) coordinating, (4) communication, (5) planning, (6) organizing, and (7) delegating. Using this typology, which type or types of problems did Ramey face?

(4) Clearly show an example of each type of problem you named during Ramey's interesting four days.

(5) Which type of problem was most critical during the four days? Explain why you believe this. Be as clear and logical as you can in your explanation.

(6) What are some of the skills that you consider necessary for a new assistant state supervisor to have when he comes on the job in order to deal with a situation presenting each type of problem you identified?

(7) How do you plan to prepare yourself? Please be as specific as you can.

(8) Did this experience prompt you to change your educational plan in any way? If so, how?

(9) Has your perception of the state supervisor's job changed as a result of this exercise? If so, how?

Research Series No. 51

Supervision and Decision-Making Skills In Vocational Education: A Training Program Utilizing Simulation Techniques

SECTION II

SIMULATION EXERCISE III

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

SIMULATION EXERCISE III
Decision Problem

Although the problem presented to you in Exercise III is of neither the complexity nor magnitude of the ones you dealt with in Exercises I and II, it does, nevertheless, test your skills in decision-making, human relations and communication. It is one of the kinds of problems that frequently calls for quick, but hopefully, rational decision-making by personnel in leadership positions.

Only two other persons are involved in this exercise, Francis Ramey. They are your secretary, Mary Martin, and Mr. Hiram Hillis.

Exercise III
Friday, January 17

Mr. Ramey,

It has been a very busy week and this a.m. was not an exception. But, finally you are able to focus your attention this afternoon upon plans for a very important district meeting this evening.

You are relaxed and able to deal with the situation rapidly and efficiently.

The phone rings in the outer office and Mary enters your office, closes the door and says "Mr. Ramey, Hiram Hillis is on the phone. He wants to be excused from the district meeting this evening. His aunt is very ill and may be dying. Mr. Hillis is the only one left in her family and since they are very close he feels that he should be with her. This meeting on reports seems very important. This is why I just didn't record his name as usual in these cases. What shall I do?"

(A) Mr. Ramey, please write your answer to Mary below; then complete work Sheet #1.

Exercise III
Friday, January 17
Work Sheet #1

(1) Indicate the primary reason why you responded to Mary as you did in A.

(2) Indicate the response you expected from Mary.

(3) Indicate the response you expected from Hillis.

Exercise III
Friday, January 17
Work Sheet #2

If you told Mary . . . . . (Check the one that best describes your response to Mary)

_____1. . . . . to express your regrets and excuse Mr. Hillis (turn to work sheet 2-1).

_____2. . . . . to tell Mr. Hillis to attend the meeting and then leave for his aunt's home (turn to work sheet 2-2).

_____3. . . . . to put Hillis on the line to talk with him directly (turn to work sheet 2-3).

_____4. . . . . to do whatever she thought was best and you would go along (turn to work sheet 2-4).

_____5. . . . . none of the above responses, but something else (turn to work sheet 2-5).

Mary replies,

"But, Mr. Ramey, Mr. Hillis is the only one who has helped pilot and develop this reporting procedure under actual conditions. Besides, he has many of the materials. You said that this is the most important meeting you will have this year and you wanted no slip ups."

(B) Mr. Ramey, record your answer to Mary below.

Turn to Work Sheet #3
on Page 52

Mary replies,

"But, Mr. Ramey, Mr. Hillis has indicated that he will probably go to his aunt's home whether he is excused or not."

(B) Mr. Ramey, record your answer to Mary below.

Turn to Work Sheet #3
on Page 52

Mary replies,

"But, Mr. Ramey, Mr. Hillis feels somewhat embarrassed asking for this favor. He indicated to me, confidentially that he does not want to speak to you directly."

(B) Mr. Ramey, record your answer to Mary below.

Turn to Work Sheet #3
on Page 52

Mary replies,

"But, Mr. Ramey, I don't want to decide an important matter like this, why don't we ask Dr. Conroy or someone."

(B) Mr. Ramey, record your answer to Mary below.

Turn to Work Sheet #3
on Page 52

Mary replies,

"Well, if that is what you want Mr. Ramey that is your right as assistant state supervisor. But, I must say that I certainly disagree."

(B) Mr. Ramey, record your answer to Mary below.

Turn to Work Sheet #3
on Page 52

Exercise III
Work Sheet #3

Mr. Ramey,

1. Indicate below the primary reason why you replied to Mary as you did in (B).

2. What response did you expect from Mary?

3. What behavior do you expect from Mr. Hillis?

4. Looking back, if you would alter your decisions in this exercise, please indicate in what way. Then, indicate precisely as possible, why?

5. What did you find frustrating about this exercise?

6. What information was lacking for rational decision-making in this exercise?

Research Series No. 51

Supervision and Decision-Making Skills In Vocational Education: A Training Program Utilizing Simulation Techniques

SECTION II

SIMULATION EXERCISE IV

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

SIMULATION EXERCISE IV
Team Problem

Simulation Exercise IV requires a team solution. State supervisors and assistant state supervisors for the Capital City District will engage in long-range planning for expanded and improved vocational education for Capital City. Specifically, a meeting of State Division of Vocational Education assistant supervisors assigned to the Capital City District, including Francis Ramey, will be held and presided over by Mr. Thomas A. Brink, Associate State Director, Program Development.

Personnel involved, not mentioned in the first three exercises are listed below.

Name	Position
Dr. Jordan Malone	Superintendent, Capital City
Miss Jan Murray	City Supervisor, Capital City
S. S. Stewart	President, Tungsten Steel Mfg. Corp., Capital City
Dr. Edward F. Willis	State Superintendent of Education
Mr. Thomas A. Brink	Associate State Director, Program Development

- -

INSTRUCTIONS: READ EACH PAGE OF EXERCISE IV. PREPARE TO ANSWER THE QUESTIONS SET FORTH IN M. P. CONROY'S MEMO OF AUGUST 9. IT IS RECOMMENDED THAT YOU AND OTHERS TAKING THIS EXERCISE MEET IN SMALL GROUPS (12 PERSONS MAXIMUM) AND ASSUME ROLES OF PARTICIPANTS. FOR EXAMPLE, ONE PERSON WILL ASSUME THE ROLE OF MR. BRINK, PROGRAM

DEVELOPMENT DIRECTOR, ANOTHER ASSUME THE ROLE OF THE ASSISTANT STATE SUPERVISOR FOR DISTRIBUTIVE EDUCATION, AND SO ON. DO YOUR BEST TO ADDRESS YOURSELF TO THE QUESTIONS POSED AS YOU ATTEMPT TO EVOLVE A TEAM SOLUTION TO THE PROBLEM.

- -

As background for the team problem you have the following written communications apprising team members and others of conflict between the local superintendent and the state division and conflict between the local superintendent and community leaders with reference to the vocational-technical education program:

1. A memo to the state supervisor of vocational education from an assistant state supervisor.
2. A letter to the assistant state supervisor of vocational education from a local director of vocational education.
3. A letter to the state director of vocational education from a leading citizen and manufacturer.
4. A memorandum to the state director of vocational education from the state superintendent of public instruction.
5. A letter to the assistant state supervisor of vocational education from a local superintendent of schools.
6. A memo from the state director of vocational education to all state supervisors and assistant state supervisors.

The initiation of the team problem begins with the state director of vocational education's memo of August 9 requesting a conference on the problem including all assistant state supervisors working with the local school system. Role playing of participants

occurs at this conference. Team members involved:

Associate Director for Program Development
Assistant State Supervisors, All Services

Item #1

LAFAYETTE DIVISION OF VOCATIONAL EDUCATION

TO: Mr. J. Hiller, State Supervisor DATE: March 25

FROM: Francis R. Ramey, Assistant State Supervisor

SUBJECT: Supervisory Visit to Capital City School District

On March 23, I visited the Capital City secondary schools offering programs in vocational education. Jan Murray, City Supervisor, accompanied me on all visits. She also made an appointment for us to meet with Superintendent of Schools, Dr. Jordan Malone. This meeting lasted approximately three-fourths of an hour.

It is important to note that recently Jan Murray called and asked if I would be willing to give assistance in developing a new vocational education program for Capital City. Subsequently, we visited in my office and we discussed many issues and concerns. I was also invited to visit the Capital City Schools.

I was deeply concerned with the results of my discussions with Dr. Malone. What transpired must be considered as hearsay evidence, but at your request, I respectfully submit my interpretation of our conversation and my concerns about the vocational education program in the Public School System.

Presently, the program is out-dated, inadequately staffed and uncoordinated. Since no effort has been made to coordinate programs between the city schools; a student moving from one side of town to another cannot expect to receive similar instruction. Dr. Malone went to great length to inform me of the tremendous financial problems facing the city and because of these problems, does not foresee much improvement in the near future. He indicated that new teachers would be hired only if new money is available and then according to priorities, which have been established. I was made to understand that vocational education is considered very low on this priority list.

The unbalanced staffing pattern which exists in the city leads to considerable friction between the schools. I feel that the degree of friction and antagonism has reached a stage of concern.

The reasons are many, but, perhaps, one example will help clarify what I mean: Central High School has four vocational teachers, one is designated as Head of the Department; East High School has two teachers, one is designated Head of the Department, and West High School has two teachers with no Head of the Department. Central offers double period classes and the other schools offer single period classes. This means that the teachers' load is heavier at the two schools offering single period classes.

Vocational education is also made available to some 7th and 8th grade students. This area will be improved because of the new building program which will be completed by September.

Dr. Malone feels that there is no need for a department head when there are less than four in a department. He indicated that the additional salary paid department heads does not justify their existence. If the program and staffs are expanded, each school would probably have three to four teachers necessitating a department head. He even suggested removing present heads. He feels that the principal should be responsible for budgets, program, etc.

The City Supervisor expects to retire at the end of the next year. Dr. Malone indicated that he would not recommend a replacement because there is no need for a person to develop and coordinate programs. Presently, Jan Murray has a twofold job, City Supervisor of Vocational Education and Director of School Lunch Services. Upon retirement, they would need to employ two persons to perform these duties.

I specifically asked Dr. Malone if he wanted to see the program improved and expanded and if we should work toward this end or "hold the line." He suggested that we work toward improving the content of the existing program, but not to plan on any expansion, additional staff, or improvements involving money (as you know, program improvement usually results by offering additional courses needed by the students). He stated that we must "hold the line."

We briefly discussed the new proposed curriculum offered by Jan Murray. It was this teacher's feelings that when the basic outline is finalized, each teacher should be given a copy and they in turn would be expected to implement the program. No specific coordination was considered necessary because each building principal is responsible for his own school and the program offered.

I felt most discouraged about the future of vocational education in Capital City. Also, the age-old issue of not wanting State Department interference was reemphasized. I have some very strong feelings about what is needed to make improvements in

the total vocational education program. If anyone ever becomes interested in the problem and a desirable climate for improvement can be developed, I will be more than pleased to offer assistance.

Item #2

CAPITAL CITY SCHOOLS

22 Morningside Drive

Administrative Offices

J. C. Malone
Superintendent

Jan Murray, Director
Vocational Education

June 23

Francis R. Ramey
Assistant State Supervisor
Vocational Education
State Office Building
Capital City, Lafayette

Dear Francis:

Things have not improved here since your March visit. In fact, one of the board members, the only one who is concerned about our vocational education program, has gone on record in an open board meeting as favoring immediate action to improve our program.

A number of very influential citizens are calling for an investigation. As you know, I planned to retire next year, and I'm not cut out for the kind of conflict I see developing. I have notified the superintendent and board that I plan to retire at the end of this school year.

Do you think I did the right thing?

Sincerely,

Jan Murray

Jan Murray
Director

JM:jd

Item #3

TUNGSTEN STEEL MANUFACTURING CORPORATION

General Offices
504 South Edwards
Capital City, Lafayette

J. R. Stewart
Vice President

Samuel Simpson Stewart
President

W. B. Handson
Vice President

July 15

Dr. M. P. Conroy
State Director, Vocational Education
State Office Building
Capital City, Lafayette

Dear Dr. Conroy:

As you know, I am a friend of vocational education of long standing, having served on two federal commissions, the state board of vocational education and currently on the governor's task force for inner city problems. As a citizen of Capital City, I have become very much concerned with the negative attitude of the Board of Education and superintendent with reference to vocational education.

A group of us, who are industrialists, financiers and professional people, are setting up a meeting with the mayor and board president to discuss the reasons for assigning low priority to vocational programs in our schools.

Please send along comparative data from your various published reports and studies showing where Capital City stands. Any other pertinent information would be appreciated if you would send it along also, or call me.

I'm always ready to help further good vocational education.

Sincerely,

S. S. Stewart

S. S. Stewart
President

SSS:gd

Item #4

LAFAYETTE STATE DEPARTMENT OF EDUCATION

Office of the Superintendent

INTERDEPARTMENTAL MEMORANDUM

To: Dr. Conroy

Date: July 20

From: Dr. Willis

Subject: Capital City Vocational Education Program

In the last week, I have received three letters from influential men in this city who are concerned about vocational programs in the local schools.

I understand that, as citizens, both the mayor and governor have been contacted.

As you know, I do not interfere with your operating procedures. I just thought you would like to hear what is going on. I have assured each of my correspondents that the matter is under investigation, and to address further inquiries to you.

Please keep me informed.

Item #5

CAPITAL CITY SCHOOLS

22 Morningside Drive

Administrative Offices

J. C. Malone
Superintendent

Jan Murray, Director
Vocational Education

August 2

Francis R. Ramey
Assistant State Supervisor
Capital City, Lafayette

Dear Mr. Ramey:

As you will recall, you and I discussed the status of our vocational program in Capital City Schools. My records indicate the time of that discussion to be last March.

Since that time, we, the board, my staff and I have given a great deal of thought to the improvement of the program. We would like to secure the help of your state staff in developing a long-range plan for vocational education in this system. We feel that such a plan will provide the basis for going to the people for funding and support.

When can we meet to discuss this?

Yours truly,

J. C. Malone

J. C. Malone
Superintendent

JCM:kd

cc: M. P. Conroy
M. J. Hiller

Exercise IV

Item #6

LAFAYETTE DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: All State Supervisors
All Asst. Supervisors
(Capital City District)

Date: August 9

Subject: Program Planning - Capital City

From: M. P. Conroy

The Superintendent and Board of Education of the Capital City Schools have requested our help in developing a long-range plan for vocational education in that district. I will meet with Superintendent Malone on the 15th to discuss the division role in planning.

I have arranged for Mr. Brink to meet with all assistant supervisors who work in the Capital City region on August 12 at 9 a.m. in his office. State supervisors have agreed to free assistant supervisors' calendars to provide necessary time.

Mr. Brink has been appraised of the Capital City situation and will share correspondence and available information with all concerned. Please come prepared to do the same.

As a result of this meeting, I want to know: What, in your opinion, as people closest to the problems in Capital City, should be our role in helping the local district accomplish long-range planning?

a. What are the specific steps in long-range planning?
b. Who should do each step?
c. What information do we need? How do we get it? (be specific)
d. How long should it take for each step, and show the sequence.
e. What will be our cost?
f. Will this set a poor precedent? Could we do this if all cities request it? Should we?

INSTRUCTIONS

BEGIN THE AUGUST 12 PLANNING CONFERENCE DESCRIBED IN CONROY'S AUGUST 9 MEMORANDUM. ONE PERSON, PERHAPS THE INSTRUCTOR, OR SOMEONE DESIGNATED BY HIM, WILL ASSUME THE ROLE OF THOMAS BRINK, ASSOCIATE STATE DIRECTOR, PROGRAM DEVELOPMENT. HE WILL CHAIR THE MEETING.

OTHER PARTICIPANTS WILL ASSUME THE ROLES OF ASSISTANT STATE SUPERVISORS, SUCH AS ASSISTANT STATE SUPERVISOR FOR HOME ECONOMICS, FOR TRADE AND INDUSTRIAL EDUCATION, FOR FACILITY PLANNING, ETC.

ADDRESS YOURSELVES TO THE QUESTIONS POSED IN CONROY'S MEMORANDUM.

Research Series No. 51

Supervision and Decision-Making Skills In Vocational Education: A Training Program Utilizing Simulation Techniques

SECTION III

INSTRUCTOR'S GUIDE

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

INSTRUCTOR'S GUIDE

This portion of the publication is designed to assist the instructor in using the simulation training exercises in supervisory and decision-making skills. The simulation exercises can be used for in-service or pre-service training of vocational education supervisors.

The simulation problems presented in the four student exercises are not related specifically to any vocational service area. The problem situations presented to Francis Ramey, the role assumed by the student, are general in nature and can and do happen to nearly all state supervisors. Each problem situation is based on events which have actually happened.

Through the use of these simulation exercises, students can be taught basic principles and concepts of effective supervision. Each student is placed in situations where he must decide on a course of action. Adequate preparation before and immediate feedback after the action taken by the student is the responsibility of the instructor.

The time required to administer the four simulation exercises is normally three to four days. However, the simulation package is flexible enough to be utilized in shorter or longer periods of time. The time allotted is, for the most part, the prerogative of the instructor.

Supervision as Leadership

Supervision is regarded as a form of leadership. Like most education terminology, supervision and leadership have undergone much definition and redefinition. For the purpose of discussion we will use Ben Harris' definition.

> Supervision is what school personnel do with adults and things for the purpose of maintaining or changing the operation of the school in order to directly influence the attainment of the major instructional goals of the school.[1]

The words "maintaining" and "changing" are underlined to emphasize that supervisors both maintain and change educational practice. Knowing where and when to do which is the test of the supervisor's leadership ability.

---

[1]Ben M. Harris, Supervisory Behavior in Education. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964, p. 11.

That supervisors should, at times, provide leadership is generally, though not universally, accepted. Literally, volumes have been written in attempts to define, quantify, clarify, theorize, analyze, synthesize, predict, and describe what a leader is. Also, definitions of leadership abound.

Rather than trying to define and theorize leadership, it might be more profitable to look at what leaders (including supervisors) do. Most analyses of leadership behavior indicate that a leader should get the organization's job done and work harmoniously with other people in doing so. Thus, he needs a lot of either or both technical and human know-how. Most leaders have above average competency in both.

Decision-making and communication are two competencies in which a leader should be proficient. His ability to get a job done will largely be determined by his skillful use of these competencies in working with others.

Insofar as possible, decision-making should be rational rather than irrational. Rational decision-making sequentially involves problem definition, analysis of the existing situation, collection and interpretation of relevant data, consideration of alternatives and consequences, and finally decision.[2] Perhaps it should be stated here that a rational decision is not necessarily one that is popular with all concerned. However, if the supervisor is going to make decisions affecting the values and beliefs of others, he had better develop a tolerance for conflict.

The number of problems which have and will be blamed on poor communications is legion. An effective supervisor, of course, will have or should acquire the ability to use the English language clearly in both oral and written form. He should always keep in mind that the recipient of his communication is a human being who perceives a message in accordance to his unique values, background, etc. Also, the supervisor must realize that very often others have important things to say, and he should listen.

Decision-Making and Problem Solving

A major leadership responsibility is the solution of problems, both human and technical. Closely related, and an integral part of problem-solving is decision-making. Experts in various fields of administration agree that decisions not only solve problems, but may also create them. Therefore, it is advantageous that decision-making and problems be conceptually combined, at least in field application.

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[2]Roald F. Campbell and Others, Introduction to Educational Administration. Boston: Allyn and Bacon, Inc., 1964, p. 139.

For this reason, the authors developed a conceptual model combining the elements of decision-making and problem-solving (Figure 3). No claim is made to the originality of the processes or the elements included. Neither is the model a substitute for experience; however, it does provide an ordered, logical approach to a crucial area of leadership responsibility. Hopefully, it will be useful to the students in both the simulation exercises as well as in their everyday work world.

It is recommended that students be given instructions in the use of the model and the concepts involved prior to embarking on the simulation exercises. The model is designed for explication of problem-solving or decision-making processes. Although two problems are rarely alike, they often lend themselves to a common method of solution. In the model, the process is conceptualized as consisting of six major dimensions: 1) problem, 2) information, 3) analysis, 4) decision, 5) implementation, and 6) evaluation.

Problem: Webster defines a problem as a question raised for inquiry, consideration or solution. Often a problem exists which defies quick solution and in such important cases the problem must be reduced to a manageable form. The necessary steps for this procedure are: 1) problem identification, 2) clarification, and 3) limitation. In other words, organization of the problem to make it clearly understandable.

A problem also implies change. In other words, a state exists which is unsatisfactory and needs improvement. An example might be a dissatisfaction with the lack of vocational-technical education opportunities of a given area and a desire to improve them. In order to attack this problem, there is a need for a general picture of what programs exist and an evaluation of the quality and quantity of these programs. From this information some general goals can be identified. The next question to be answered is what kinds of information are necessary? In order to answer this question a framework of sub-questions can be generated. The following questions might emerge in relation to program planning:

1. What are the needs of the area being studied? The region, state and the nation? How well are these needs being met at the present time?

2. What are the needs of the students being served? How well are the individual needs of students being met at the present time?

3. What type of program is necessary to meet such needs?

4. What are the constraints which must be overcome?

PROBLEM-SOLVING AND DECISION-MAKING MODEL

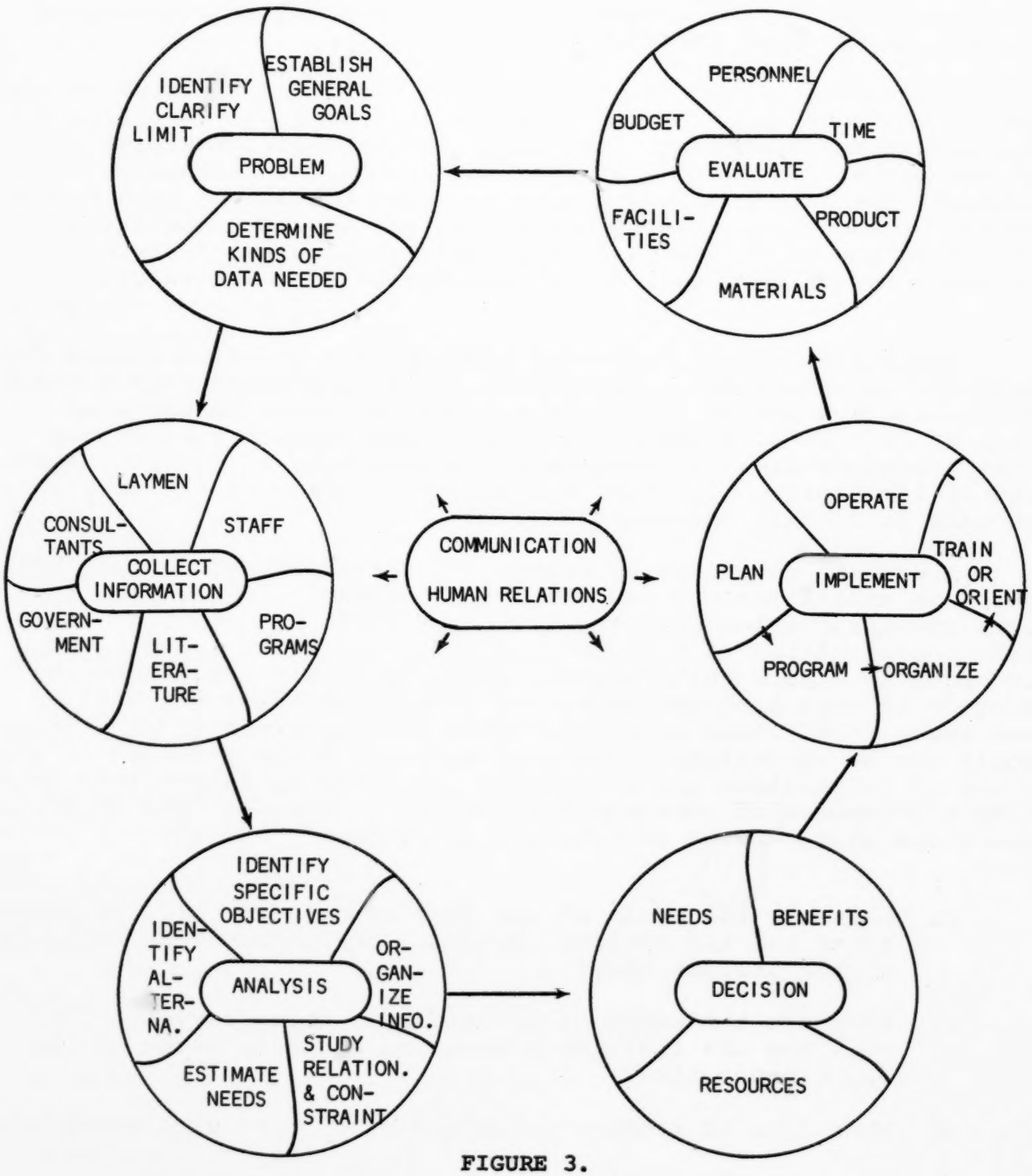

FIGURE 3.

Collect Information: Once the problem has been clearly identified, the attack is ready to begin. At this stage it is imperative to acquire as much valid and relevant information as possible. In today's complex and changing world this involves many different interrelationships between people and things.

The model describes various sources from which information may be gleaned. They are laymen, staff members, programs, literature, government agencies, and consultants.

The term laymen is descriptive of all persons who are not members of your profession, for example members of advisory committees and interested or affected community patrons. Staff members include both professional and nonprofessional organizational employees. Programs are visualized as those operations which are similar to or which bear on your problem. Literature includes research or opinions either directly or indirectly applicable to your problem. Books, surveys, studies, periodicals, symposiums, etc. are included in this category. Government agencies at the local, regional, state or national levels provide information, particularly in the areas of regulations and restrictions. The term consultant is used to describe any professional, whether in your field or another discipline, who is employed for his special knowledge and competency.

Analysis: Analysis involves an examination of a complex. . . its elements and their relations. The first step in analysis is to organize the data collected into logical, usable form. Usually, the information is recorded in a survey document.

The data is then studied to identify relationships and constraints inherent in the problem. Some of the factors to be considered are organization, trends, values, activities, space functions, regulations, and restraints. Restraints are revealed from a study of the resources available, union restrictions, professional standards, and supply and demand data. The kinds of questions suitable for analyzing such data in the program planning area are:

1. What values do people hold?
2. What are the objectives of existing programs?
3. To what degree are these objectives being met?
4. What segments of the population are not being served by existing programs?
5. How are existing programs financed? What effect does this have on the student?

6. What potential is there for expanding existing programs to meet program, facility or enrollment demands?

The next logical step is projecting the needs of the student, community, region, state, and nation. The needs, then, form the basis for the development of specific objectives.

The final step in the analysis of data is identification of alternatives available for reaching established objectives. Since it would be a rare situation where resources were unlimited, each alternative should be analyzed for its cost effectiveness.

Decision: Once facts are assembled, the planner is in a position to make a decision. The framework within which he operates is a rational one involving the balancing of needs, resources and benefits to be derived. Since educational planning is a unique process, primary emphasis must be placed on educational goals rather than cost.

Included in the process of decision-making are values held by those involved. Thus, it would appear important that the decision-maker analyze these values as well as technical aspects of the problem. Successful decision-making requires a degree of compatibility between those who are being served and those who serve.

Finally, and exceedingly important, are the implications each alternative holds for the future of the organization. The decision-maker must project what will happen as a result of his decision. It is here that ultimate pay-off is realized since the goal of decision-making is success. Some appropriate questions the decision-maker must ask are: How will this alternative affect other work in progress? What stresses will it place on the existing organization? What adjustments must be made within the organization to accommodate it?

Implement: Having reached a decision with respect to the problem in question, the planner then is required to initiate a sequence of action. This sequence of action will translate the general goals as determined under the problem identification phase of problem-solving into reality. Goal achievement by necessity requires subdividing the overall task into logical units of work and establishing their relationship sequentially over the period of time allocated for project completion. Programmed planning networks such as PERT, Principal Activities and Time Sequence Charts exist as aids to implementation.

Programming involves the assignment of personnel and resources for task accomplishment. The planner then organizes for the task by obtaining necessary staff personnel, working quarters, equipment, and supplies necessary for organizational efficiency.

Once the staff is on hand they must be trained or oriented to their responsibilities, organizational procedures and goals. It is at this stage that the plan becomes operational and the organization begins to function.

Evaluate: Evaluation is a constant process. No plan, regardless of how well conceived, is perfect. Adjustments will be required from time to time. Such adjustments will be facilitated through a planned program of evaluation established through open channels of communication. The elements to be evaluated include personnel, time, budget, facilities, materials, and, of course, the product being developed.

Instructional Procedures

The instructor's method of using the simulation training materials is largely his own prerogative. However, the authors have successfully used the following procedure or instructional model and we offer it for consideration. The suggested procedure can be used completely, used partially, modified or disregarded.

The suggested instructional model was used at a leadership development workshop for assistant state supervisors from a five-state area. The workshop was held for four and one-half days in Chicago, Illinois and was co-sponsored by Region V, U.S. Office of Education and The Center for Vocational and Technical Education. A sample agenda similar to the one used at this meeting is included on page 80.

The instructional approach used in the Region V workshop consisted of four discrete and sequential phases:

I. Identification of Objectives - In this initial phase, students are given the objectives set forth in the simulation training program. Suggested objectives for students are: 1) to acquire a better understanding of the role of state supervisor; 2) to be able to distinguish between leadership, management and regulation; 3) to see the need for both technical and personal relations competence; 4) to realize the importance of rational decision-making; and 5) to see the need for and increasing the skill of communicating. The instructor is free to add or to subtract objectives from those suggested above.

II. Orientation - During this phase the student is introduced to the simulated setting, his professional position, his co-workers, the State of Lafayette, and other information relevant to the simulation exercises to follow. This information is available to both instructor and student in the simulation background

material supplied. In addition, the instructor is furnished with a set of overhead transparencies to aid in discussion.

III. Simulation Exercises - Actual simulation occurs during this phase of instruction. The student assumes the role of Francis Ramey, Assistant State Supervisor, in the first three exercises. The fourth exercise requires a team solution to a problem presented. All four exercises follow the same pattern:

a. Preliminary Instruction and Problem Background - All students (large group) are given necessary instructions prior to each simulation exercise. The instructor also discusses the problem in a general way touching on various concepts of supervision, leadership, human relations, communications, etc. as they relate to the exercise.

b. Student Participation in Simulation Exercise - Students are subdivided into small groups (five-12 persons). Each student works individually on the simulation problem. Students should be provided an ample supply of working papers on which the action they take can be recorded. Section V contains samples of suggested working papers.

c. Student Discussion of Simulation Exercise - Still in small groups of five to 12 persons, students discuss the problems presented by the exercise and their individual solutions. The discussion is led (not dominated) by an experienced supervisor or teacher educator. One person is designated to act as recorder and later as reporter to the large group. Particularly effective, in the pilot program, was the use of experienced state supervisors as small group discussion leaders. The group leaders were prepared for their role in the simulation by means of a brief orientation prior to the training program. The following guidelines describe the role set for them:

1. Appoint a recorder for your group. Turn in such reports to the workshop director at the end of the day.

2. Organize your group into a round-table seating arrangement.

3. Lead group to recognize the objectives, concepts and skills which evolved from the presentation or activity being discussed.

4. Accept the role as moderator and resource person:

   a. encourage total group participation through an informal approach;

   b. make every effort to keep the discussion centered on the topic at hand;

   c. limit personal participation to management, clarification, and as a source of information.

5. Have the group designate a person to serve on the reactor panel which will report to the large group after each small group discussion.

6. Be sure the group convenes and dismisses according to schedule or announced time.

d. Reactor Panel - After small group discussions, the large group reconvenes. A reactor panel composed of one representative of each small group reports his group's reaction to the simulation exercise. An experienced supervisor or the instructor serves as moderator of the reactor panel.

IV. Evaluation - After each simulation exercise, and after completing the entire simulation training program, evaluations (both written and formal and oral and informal) should be made by student participants. The purpose of these evaluations is to judge the efficacy of the simulation exercises as instructional materials, discover weak points in the materials and instructional techniques, and suggest ways to improve the simulation training exercise for future use. Sample evaluation forms are included in this instructor's guide for your consideration.

It is suggested that each of the four simulation exercises be given to the student just as he is ready to begin work on the exercise. The value of the simulation exercises is considerably diminished if the student has the material in advance and consults with others about possible problem solutions.

SUGGESTED AGENDA
For A
State Leadership Development Workshop
Utilizing Simulation Training

This suggested agenda is designed to be completed in approximately 18 hours. This is considered as the minimum time which should be allotted to the utilization of this simulation package.

The workshop session could be lengthened by the inclusion of additional presentations and activities relevant to leadership development. The activities included should, of course, be dictated to a great extent by the availability of resources, characteristics of the participants and interest of the instructor and/or coordinator of the workshop.

First Day

P.M.:	Welcome & Introductions	(1/4 hr.)
	Workshop Objectives - Instructor's responsibility with student-instructor interaction	(1/4 hr.)
	The Leadership Role - Presentation by a recognized authority followed by questions from audience	(3/4 hr.)
	Break	(1/4 hr.)
	Interpersonal Relationship Training - Group interaction directed by a recognized training expert	(2 hrs.)
	Recess	
Evening:	Defining Leadership - Participant group action led by interpersonal relationship training expert using group process methods	(3/4 hr.)
	Assignment and explanation of simulation background Materials - Instructor's responsibility as a guide to the participant's study	(1/4 hr.)
	Recess	

Second Day

A.M.:	Discussion of simulation background materials - Instructor-led discussion of relevant information from the background materials	(1/2 hr.)
	Simulation Exercise I - *Class I and II participants working as individuals in groups of five to 12	(1 hr.)
	Break	(1/4 hr.)
	Small group discussion and reaction to Exercise I - Discussion chaired by Class II participants	(3/4 hr.)
	Reaction panel to Exercise I - One Class I participant from each small group moderated by a participant selected from the total group	(1/2 hr.)
	Recess	
P.M.:	Effective Communications in the Organizational Structure - Speaker, film, and/or tape recordings to present informative and inspirational message in communications	(1/2 hr.)
	Simulation Exercise II - Class I and II participants working as individuals in groups of five to 12	(1 hr.)
	Break	(1/4 hr.)
	Small group discussion and reaction to Exercise II - Discussion chaired by Class II participants	(3/4 hr.)
	Reaction panel to Exercise II - One Class I participant from each small group moderated by a participant selected from the total group	(1/2 hr.)

*In general a Class I participant should be a leader with less than one year experience in his present leadership position. Class II participants should be experienced leaders recognized for their leadership in the field.

Human and Personal Relations in Supervision - Presentation by a recognized authority followed by questions from audience (3/4 hr.)

Daily evaluation of specific portions of the program - Explanation of the form by instructor with hand out to be turned in a.m. of the third day (1/4 hr.)

Recess

Third Day

A.M.: Current research and development in Vocational Education - Reports of relevant research and development activities such as those conducted at The Center for Vocational and Technical Education, Ohio State University (1 hr.)

Simulation Exercise III - Class I and II participants working as individuals in groups of five to 12 (1 hr.)

Break (1/4 hr.)

Small group discussion and reaction to Exercise III - Discussion chaired by Class II participants (3/4 hr.)

Simulation Exercise IV - Class I and II participants working as individuals in groups of five to 12 (1 hr.)

Recess

P.M.: Small group discussion and reaction to Exercise IV - Discussion chaired by Class II participants (3/4 hr.)

Reaction panel to Exercise IV - One Class I participant from each small group moderated by a participant selected from the total group (1/2 hr.)

Daily evaluation of specific portions of the program and overall workshop evaluation - To be completed during session (1/4 hr.)

Closing remarks (1/4 hr.)

Dismissal

INSTRUCTOR'S GUIDE TO INDIVIDUAL EXERCISES

Instructor's Guide to Exercise I

Exercise I, as well as the others, is preceded by clear instructions to the student. The student should have no difficulty in understanding what is expected. The instructor will need to spend only a minimum amount of time in explaining mechanical procedure to students.

The instructor's principal role is in the preparation of students for each simulation by discussing relevant concepts of supervision and leadership. An understanding of general principles of decision-making, human relations and communication will aid the student in dealing with specific simulation problems. The instructor should read and completely familiarize himself with each exercise.

Exercise I is a test of the student's skill in human relations, communications, and in setting priorities on tasks to be done. The instructor should present these concepts generally before the simulation work and after students complete the exercise, relating the concepts to the specific problems presented.

Instructor's Guide to Exercise II

Exercise II is essentially a follow-up to problems created in Exercise I. The student, as Francis Ramey, will be called upon to plan and make reports to his superiors.

The types of problems faced by the student include ones in human relations, decision-making, coordinating, communicating, planning, organizing, and delegating. The instructor should present these concepts generally before the student begins Simulation Exercise II. After the exercise, instructor and student can then relate the concepts to specific problems confronted in Exercise II.

Instructor's Guide to Exercise III

Exercise III is not directly related to the first two simulation exercises, however, it is the kind of problem that frequently plagues persons in leadership positions. The problem focuses primarily on decision-making, communication and human relations with emphasis on human relations.

The perceptive student will find this problem particularly frustrating. This will be due to insufficient information on the background and characteristics of Mr. Hillis. There are also other unknown variables. The problem is really designed to see

whether or not the student recognizes that he lacks sufficient data for rational decision-making.

Whatever the decision made by the student, the instructor should elicit the student's rationale.

A presentation centering on human relations is recommended to prepare the student for Exercise III.

Instructor's Guide to Exercise IV

Exercise IV is a role playing exercise. Essentially it consists of a planning meeting chaired by Thomas A. Brink, Associate State Director, Program Development. It is suggested that the instructor or an experienced state supervisor assume the role of Mr. Brink. As chairman the responsibility will be to lead (not dominate) the planning meeting and strive to achieve participation by all members of the small group.

Each student will volunteer to assume or will be assigned a role. It is suggested that each student assume the role of assistant state supervisor for his own area of competence. For example, a group of five students might have assistant state supervisors for home economics, trade and industrial education, program planning, cooperative education, and agricultural education.

The instructor should encourage each student to address himself to the questions posed in the August 9 memo from M. P. Conroy.

EVALUATION

It is recommended that students participating in the simulation exercises evaluate each exercise, the contribution of the instructor, each contribution by the different program presenters, and their own contributions and professional growth. Such evaluation by students will assist the instructor and the workshop planners in making needed changes in the simulation training program.

Copies of suggested evaluation forms are included for the instructor's convenience. It is suggested that forms for the Daily Evaluation be completed in the area of agenda activity by filling in the identification of each activity to be evaluated. As an example the first line might be "workshop objectives" since this item might logically appear first on any agenda.

While the Daily Evaluation seeks to obtain specific responses about each activity the Workshop Evaluation seeks general guidance for the total programs improvement. Both types of evaluation will undoubtably prove helpful to the instructors and the workshop planners.

Daily Evaluation
State Leadership Development Workshop

Directions: Rate with a check mark in the appropriate space each workshop activity and presentation by the criteria shown. Rating code: 3 = high rating; 2 = average rating; 1 = low rating (For activities and presentations with a 1 or lower rating, please offer a positive suggestion for improvement on the Evaluation Form.).

CONTENTS (to be filled in with specific agenda items)	CRITERIA																	
	Organization: logical and coherent			Scope: covers subject adequately			Clarity: clear, concise, easily understood			Relevancy: applicable to your present position			Adequacy of time allocated			Appropriateness of teaching technique		
	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.

Daily Evaluation

Comments: Please preface comment with agenda item identification.

Workshop Evaluation
State Leadership Development Workshop

1. Please evaluate the workshop on each of the following factors (rate each item using the following scale: excellent, good, adequate, fair, inadequate).

	Circle Appropriate Response				
a. pre-workshop communication	E	G	A	F	I
b. program organization	E	G	A	F	I
c. resource personnel	E	G	A	F	I
d. workshop instructional materials	E	G	A	F	I
e. working conditions	E	G	A	F	I
f. housing	E	G	A	F	I

Can you make any suggestions for improvement of any of the above factors?

2. What workshop activities or exercises were most valuable to you? Why?

3. What workshop activities or exercises did you feel were irrelevant or superfluous? Why?

4. What activities should be added to make the workshop more meaningful?

5. Did the workshop teach you new concepts or skills or broaden your understanding of your leadership role in your present position? Try to identify some of the concepts, skills or insights on leadership you acquired.

6. Would in-service leadership training of this nature be more helpful at an earlier stage of your professional preparation? Later?

7. Was the workshop too long, too short or about right?

_____
Position

_____
State

Additional Remarks:

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Research Series No. 51

Supervision and Decision-Making Skills In Vocational Education: A Training Program Utilizing Simulation Techniques

SECTION IV

BACKGROUND DATA FOR STATE OF LAFAYETTE

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

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STATE OF LAFAYETTE

General Characteristics Of The State Of Lafayette

Lafayette is a midwestern state which lies due west of Lake Hope, largest of the Inland Lakes. It is a state which includes a variety of topographical features and an extensive river system. Its temperature is moderate with enough precipitation to assure a water table adequate for supporting a sizable agricultural industry.

The first settlers to reach the shores of Lake Hope, in what is now the state of Lafayette, were Roman Catholic missionaries who explored the midwest in the late seventeenth century. Later, trappers, traders, and homesteaders made their way to the state, founding centers of agriculture and transportation.

The first settlement in Lafayette was at the present site of Big City, by missionaries in 1638. River City, Croton, Industrial City, Lake City, Madison, Marion, and Capital City followed as fur trading, lumber and wood products, and iron ore and agriculture industries became established in the state.

Lafayette was admitted in 1827 as the twentieth state in the union. The years 1827 to 1865 proved to be a period of growth in transportation and population as well as industry in the state.

From 1860 to 1900 the population of the state tripled. The most spectacular population growth was in areas surrounding the larger cities of the state, particularly Capital City, which in 1849 had less than 200 inhabitants and grew to a bustling city of 85,000 by 1900. Smaller communities, primarily county seats, increased in population as urban services were required to support the agricultural and industrial growth of the state.

The development of Lafayette since the turn of the century parallels that of the development of other states in the same region of the country. The early 1930's were characterized by union-management strife both in Industrial City and in Big City. During this period also, immigration into the state consisted primarily of people from central Europe and more recently Appalachian whites and negroes from the southern states in this country.

Industrial growth in the early twentieth century continued at a rate faster than surrounding states because of Lafayette's unique proximity to both water and overland transportation routes, the availability of raw materials, and a growing pool of manpower. Since World War II, and particularly since the outbreak of the Viet Nam conflict, the industrial centers of the state have

continued to flourish economically due in part to industrial commitments to government contracts.

Present Characteristics Of The State

The population of Lafayette as of January 1, 1967 was a little over 11,000,000 persons. The population range of the 50 largest municipalities in the state is from 830,000 in Big City to 11,500 in Madison. By 1970 the population is expected to reach 11.7 million persons.

Presently the state ranks 15 nationally in agricultural production and is the leading producer in several minerals including coal, natural gas, sand and gravel, and limestone.

In 1965, the total value of manufacturing in the state economy was 16.5 billion dollars, second in the nation. The largest single industry in the state is the transportation equipment industry measured both in terms of total income and number of persons employed. Other important industries include primary metals and electrical machinery. Since January 1, 1965, almost 3.5 billion dollars in new capital investment has been announced in the state, 1,300 new firms have been established, and 7,000 firms have extended their operations. In addition, almost 350,000 workers have been added to the labor force since that time.

Lafayette is within 600 miles of approximately two-thirds of the nation's population. It is near the heartland of industrial manufacturing in the country. It now ranks second in the nation in the volume of goods exported through the St. Augusta seaway and overland routes to the east and west coast.

The state economy has maintained a healthy increase over the past decade. From 1955 to 1965, the increase of gross state products was 42 percent. Total personal income in 1965 was fourth in the nation with total personal income per child of school age, being eighteenth in the nation.

The 20 years between 1940 and 1960 saw an increase of approximately 1,000,000 persons added to the labor force in the state. By 1970, the labor force is expected to total approximately 4.5 million. The greatest growth will occur in professional and technical jobs. There is expected to be an increasing demand for engineers, scientists, technicians, educators, doctors, economists, statisticians, and other professionals. By 1970, over three-fourths of all men in Lafayette 14 years of age and over are expected to participate in the labor force. By that time also, women will comprise more than one-third of the civilian labor force.

Lafayette's nonwhite workers have made progress over the past few decades in moving up the occupational scale. They have been increasing their share of professional, clerical, sales, skilled, and semiskilled jobs. More opportunities, however, for training these workers are needed, and more assistance should be given to help obtain jobs commensurate with their qualifications.

(See Figure 4 for map of the State of Lafayette.)

State Government

The state constitution provides for a governmental structure similar to that of the national government with three branches: the executive, the legislative, and the judiciary.

The executive branch is under the direction of a governor who is elected to a four year term. The present governor, a Democrat, was elected with a 61 percent plurality and is serving in his second term.

The state has a bicameral legislature with senators elected to four year terms and representatives elected to two year terms. The legislative sessions are held in odd number years or upon call as specified by the Constitution. Formal direction of legislative affairs is conducted by the Speaker of the House, elected by house members, and the Lieutenant Governor who is President of the Senate.

The Supreme Court consists of nine members appointed by the governor for terms of six years with three justices appointed every two years.

The state has a competitive two party system in which the Democrats currently enjoy an advantage. The control exercised by the Democratic leadership in the legislature is worthy of recognition. The Speaker of the House is chairman of the rules committee and leader of the majority party. Accordingly, he has impressive formal powers. The speaker probably exercises more control over legislative financial policy than any other individual in the legislative branch of the government. The Senate majority leader does not exercise as much influence as does the Speaker of the House, but it should be recognized that as long as Democrats control the Senate, bills with his support ordinarily pass.

The major spokesman in the Senate for education is a Republican senator who was formerly a teacher in the Big City school system. A very articulate and persuasive man, he has single handedly guided more legislation for education through the legislature than any man in the executive or legislative branches of government.

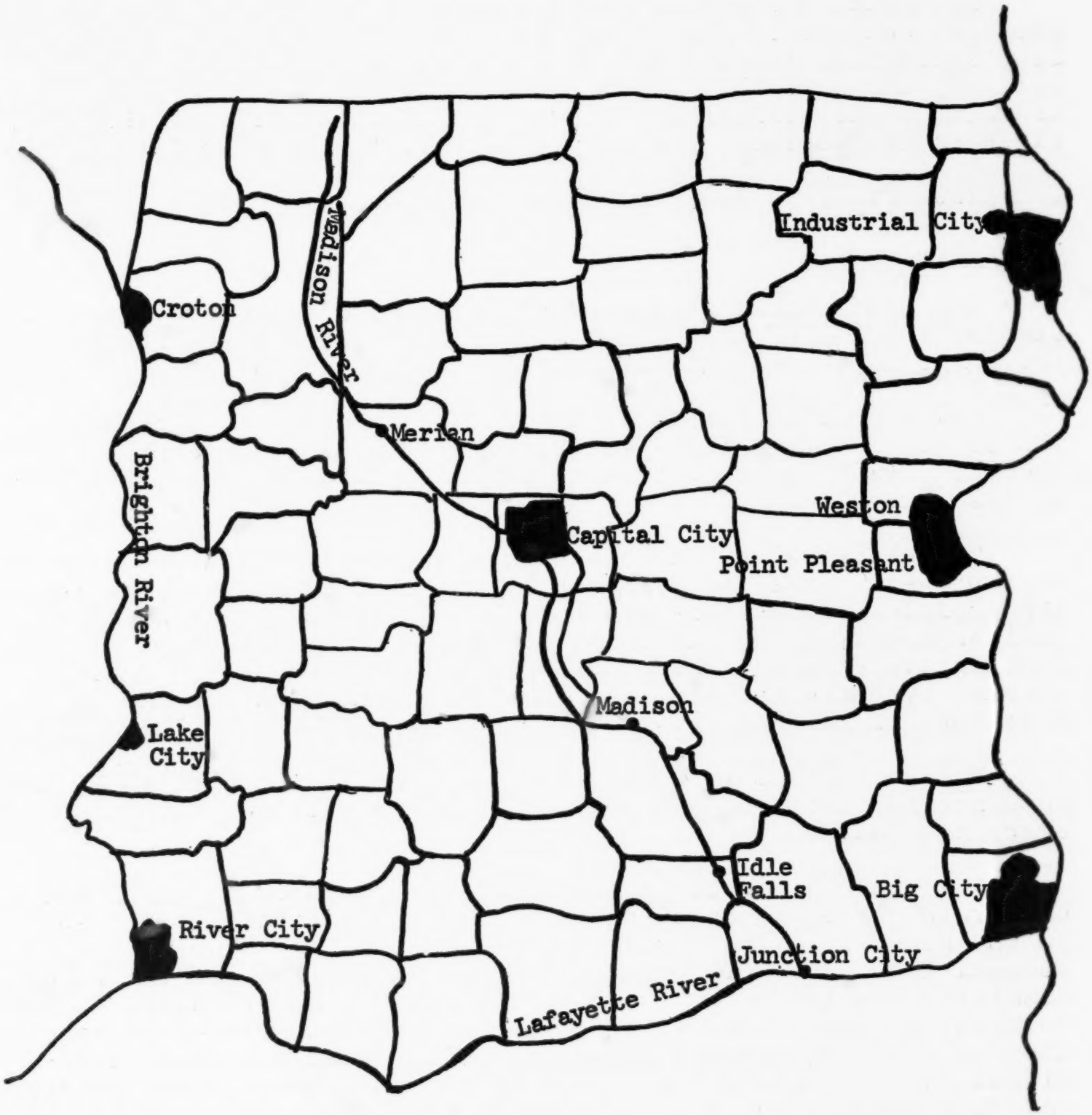

Figure 4. State Of Lafayette.

The Lafayette Education Associate, The Lafayette School Boards Association, and the United Federation of Labor all maintain offices in Capital City for the purpose of developing and promoting legislation beneficial to their respective constituents. In the business community, the Farmers Organization, the Lafayette Association of Manufacturers, the Lafayette Retail Merchants Association, and the Lafayette Chamber of Commerce all exert significant influence on education legislation in the state.

Higher Education

Policy making for higher education in Lafayette is the domain of the Lafayette Board of Regents. The Board's major functions are: (1) coordination of state supported higher education, (2) policy making for state supported higher education, (3) legislative relations for higher education, (4) coordination of public and private higher education. The Board of Regents retains a chief executive officer, titled Chancellor, who is selected by the Board of Regents and is an influential force in higher education in the state.

The University of Lafayette at Capital City was founded in 1870 as a land grant college. It is the major university in the state and includes a comprehensive program including undergraduate liberal arts, professional schools, and a very strong graduate school. In addition to the major state university, eight other state supported colleges and universities are located throughout the state. There are 23 private and municipal colleges and universities in the state, and with recent passage of a community college bill, three two-year comprehensive community colleges offering both liberal arts and vocational-technical curricula have been placed in operation. In addition to the institutions listed above, there are several university branch campuses located in several of the county seat cities throughout the state. The net effect is that 83 percent of Lafayette's residents live within 35 miles of an accredited college, university, or branch campus.

STATE DEPARTMENT OF EDUCATION

The Lafayette Revised Code states that direction of the State Department of Education is entrusted to an elected State Board of Education. The board is composed of 15 members elected from state legislative districts on nonpartisan ballots. (For details of election, membership, term of office, and qualifications of board members, see sections 1.01, 1.02, and 1.03 of the Lafayette Revised Code.)

The chief executive officer of the Board of Education is the State Superintendent of Public Instruction. He is appointed by the Board and serves at the pleasure of the Board. (For additional

details see sections 1.08, 1.11, and 1.13 of the Lafayette Revised Code.)

The State Department of Education is organized into four separate areas, each under the supervision of an Assistant Superintendent of Public Instruction. The four areas are: Administration, Instruction, School Services, and Vocational Education and Rehabilitation. (For details see the organizational chart, Figure 5).

As of January 1, 1970 the State Department of Education was staffed by 423 professional personnel assisted by 397 clerical and support persons. Members of the professional staff conducted over 1,000 planning conferences throughout the state and served as consultants to almost 15,000 individuals and groups within the year. Complete school evaluations during the school year were completed for 170 high schools and 78 elementary schools. In addition to the professional activities of the staff listed above, the Department of Education publishes a monthly newsletter designed to keep educators throughout the state abreast of educational activities, programs, and developments throughout the state.

State Division Of Vocational Education

During the 1969-70 school year, the Division of Vocational Education employed 37 professional and 31 clerical and support personnel. The Bureau of Vocational Rehabilitation included 277 professional and 132 clerical and support persons.

General administration of the Division of Vocational Education is the responsibility of the State Director of Vocational Education. He is appointed by the State Board of Education, which serves as the State Board of Vocational Education, upon recommendation of the Superintendent of Public Instruction. He serves at the pleasure of the State Board and reports directly to the Assistant State Superintendent of Vocational Education and Rehabilitation. His duties are to administer, coordinate, and direct all fields of vocational education, vocational guidance and counseling, vocational teacher education, research, and other services provided by the division of vocational education.

The division is responsible for a wide range of activities including programs in the service areas; in high school, post-secondary and adult vocational programs. Technical education programs are underway in 13 separate technical schools and in three community colleges. The division is also responsible for programs of veterans training, manpower development and training, and works cooperatively with the Bureau of Vocational Rehabilitation.

ORGANIZATION CHART

LAFAYETTE DEPARTMENT OF EDUCATION

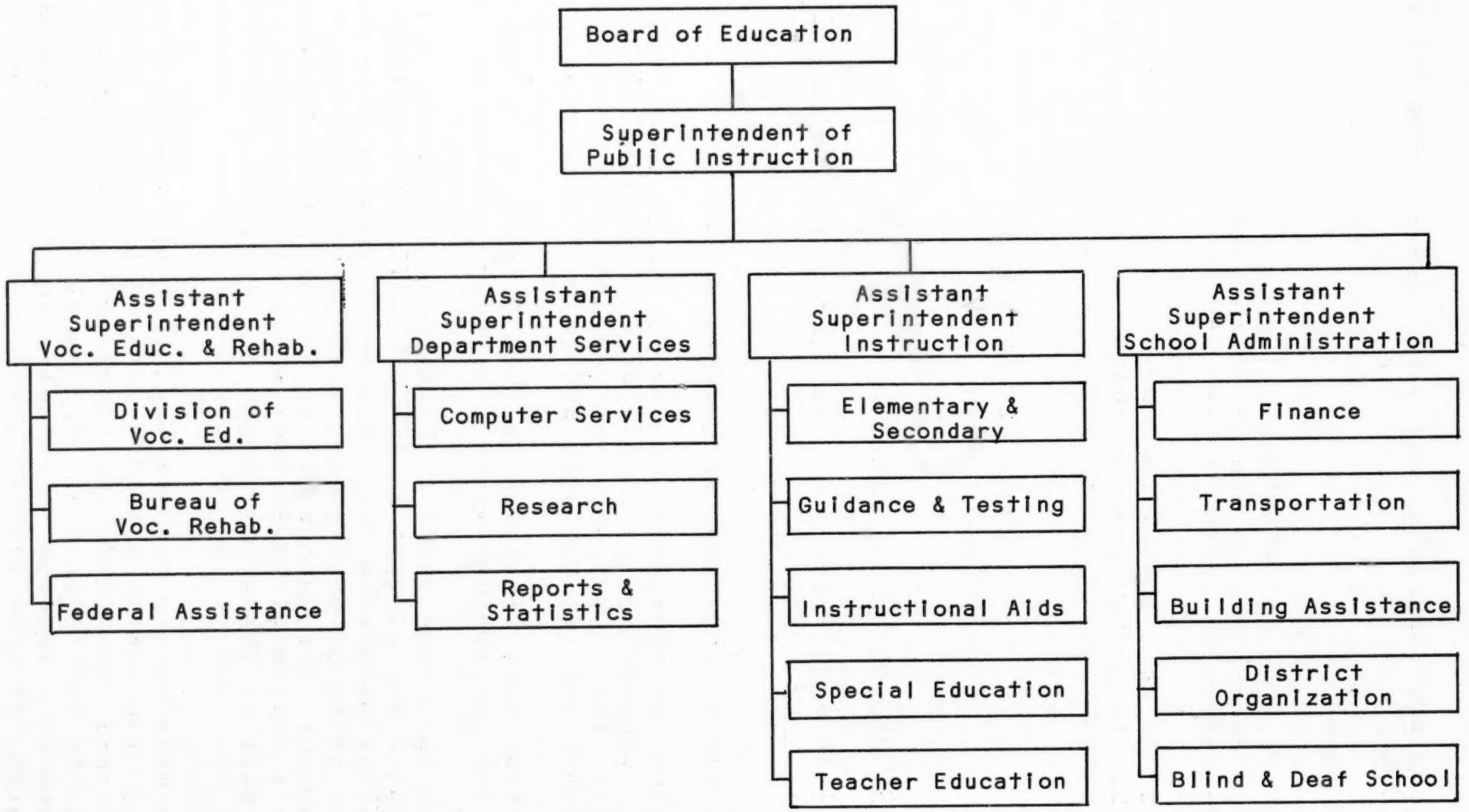

FIGURE 5

During the 1965-66 school year, organization of eight new comprehensive vocational districts brought the number of comprehensive vocational districts in the state now operational to 25.

The Division of Vocational-Technical Education is divided into three sections each headed by an assistant director who reports directly to the State Director of Vocational Education (For details see the Organizational Chart in Figure 6). In some instances the same individual may be assigned two or more of the responsibilities shown on the chart. By the same token, multiple staff are assigned to other responsibilities.

LEGAL EXCERPTS FROM THE CONSTITUTION & REVISED CODE STATE OF LAFAYETTE

Constitution - State Of Lafayette

Article 1, Section 7. Rights of Conscience; The Necessity of Religion and Knowledge.--It shall be the duty of the general assembly to pass suitable laws, to protect every religious denomination in the peaceable enjoyment of its own mode of public worship, and to encourage schools in the means of instruction.

Article 6, Section 1. Funds for Educational and Religious Purposes.--The principal of all funds, arising from the sale, or other disposition of land, or other property, granted or entrusted to this state for educational and religious purposes, shall forever be preserved inviolate and undiminished; and, the income arising therefrom, shall be faithfully applied to the specific objects of the original grants, or appropriations.

Article 6, Section 2. Common School Fund to be Raised; How controlled.--The general assembly shall make provisions, by taxation, or otherwise, as, with the income arising from the school trust fund, will secure a thorough and efficient system of common schools throughout the state; but, no religious or other sect, or sects, shall ever have any exclusive right to, or control of, any part of the school funds of the state.

Article 6, Section 3. Public School System.--Provisions shall be made by law for the organization, administration and control of the public school system of the state supported by public funds: provided, that each school district embraced wholly or in part within any city shall have the power by referendum vote to determine for itself the number of members in the organization of the district board of education, and provisions shall be made by the law for the exercise of this power by such school districts.

ORGANIZATIONAL CHART

Bureau of Vocational-Technical Education

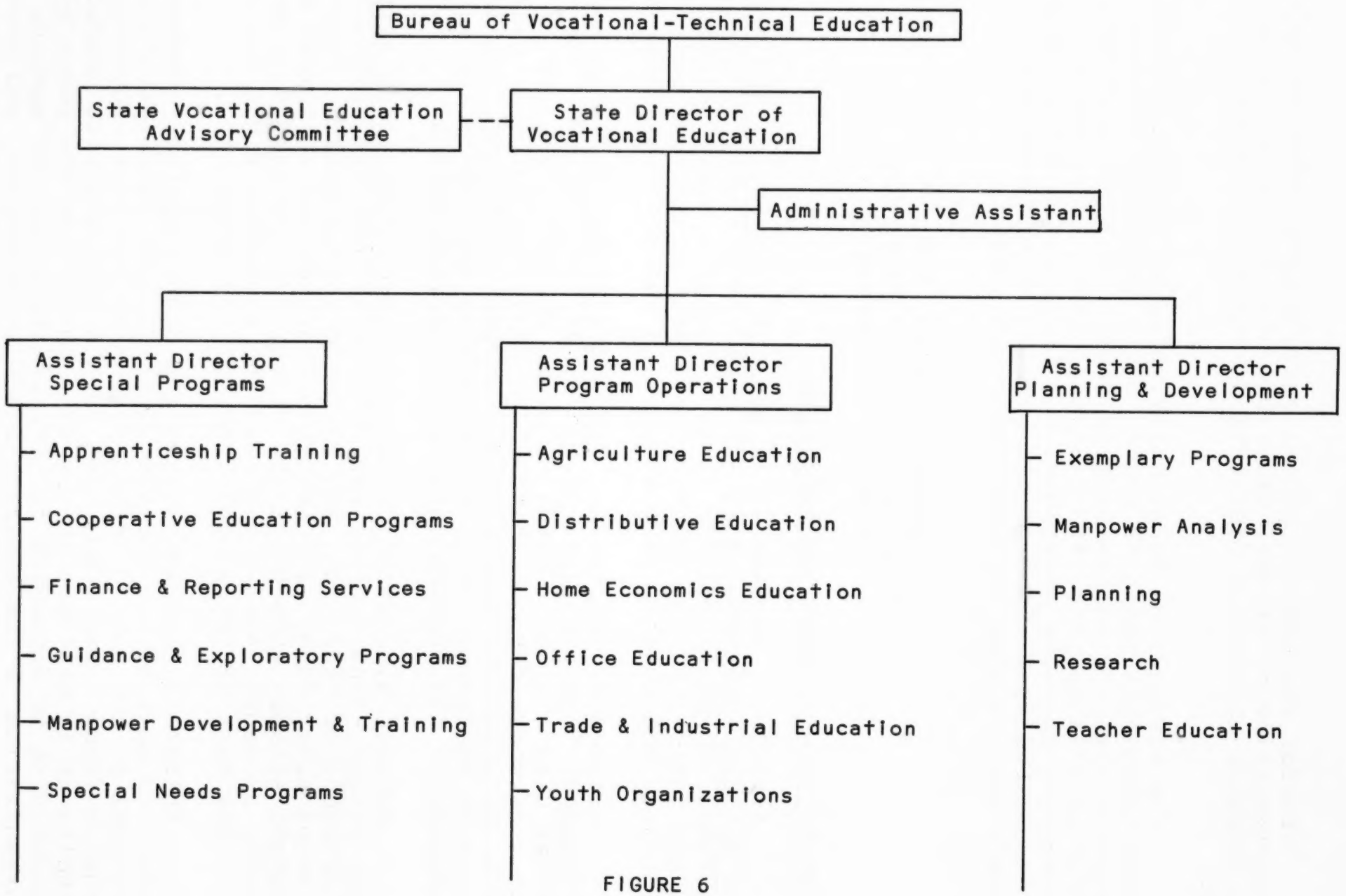

FIGURE 6

Article 6, Section 4. State Board of Education; Superintendent of Public Instruction.--There shall be a state board of education which shall be selected in such manner and for such terms as shall be provided by law. There shall be a superintendent of public instruction, who shall be appointed by the state board of education. The respective powers and duties of the board and of the superintendent shall be prescribed by law.

Lafayette Revised Code; Title 29, Education

State Board of Education

1.01 State Board of Education; Election of Members.--There is hereby created the state board of education, to consist of 15 members. For the purpose of election of board members, the state of Lafayette is hereby divided into 15 districts. One member of the state board of education shall be elected in each of the 15 districts herein created.

1.03 Qualifications and Salary of Members.--Each member of the state board of education shall be a qualified elector residing in the territory composing the district in which he is elected, and shall be nominated and elected to office as provided by Title 38 of the Lafayette Revised Code. A member of the board shall not during his term of office hold any other public position of trust or profit, or be an employee or officer of any public or private school, or a public or private college, university, or other institution of higher education. Before entering on the duties of his office, each member shall subscribe to the official oath of office.

1.04 Regular Board Meetings.--The state board of education shall hold regular meetings once every month and at such time as they may be called as provided in this section. Special meetings of the board may be called by the president, and upon written request signed by at least a majority of the members, the president shall call a special meeting of the board.

1.07 Powers of State Board.--The state board of education shall exercise under the acts of the legislature general supervision of the system of public education in the State of Lafayette.

Superintendent of Public Instruction

1.08 Qualifications, Appointment, and Compensation of Superintendent of Public Instruction.--The state board of education shall appoint to the superintendent of public instruction, who shall serve at the pleasure of the board at a salary of $50,000 per year.

1.11 Superintendent Shall be Executive and Administrative Officer.--The superintendent of public instruction shall be the executive and administrative officer of the state board of education in its administration of all educational matters and functions placed under its management and control. He shall execute, under the direction of the state board of education, the educational policies, orders, directives, and administrative functions of the board, and shall direct, under rules and regulations adopted by the board, the work of all persons employed in the state department of education.

1.13 Duties, Powers, and Organization of the Department of Education.--The department of education hereby created, shall be the administrative unit and organization through which the policies, directives and powers of the state board of education and the duties of the superintendent of public instruction are administered by such superintendent as executive officer of the board.

The department of education shall consist of the state board of education, the superintendent of public instruction, a staff of such professional, clerical and other employees as may be necessary to perform the duties and to exercise the required functions of the department.

The department of education shall be organized as provided by law or by order of the state board of education. The superintendent of public instruction shall be the chief administrative officer of such department, and subject to board policies, rules and regulations, shall exercise general supervision of the department.

The headquarters of the department of education shall be at the seat of government, where office space suitable and adequate for the work of the department shall be provided by the appropriate state agency. There the state board of education shall meet, transact its business, and keep its records; and there the records, papers, and documents belonging to the department shall be kept, in charge of the superintendent of public instruction.

The superintendent of public instruction shall recommend for approval by the board the organization of the department of education, and the assignment of the work within such department. The appointment, number, and salaries of assistant superintendents, and division heads shall be determined by the state board of education after recommendation of the superintendent of public instruction. Such assistant superintendent and division heads shall serve at the pleasure of the board.

The superintendent of public instruction may appoint, fix the salary, and terminate the employment of other employees of the department, in accordance with the provisions of the state

civil service laws, but the appointment, fixing of salaries, and dismissal of all assistant superintendents and division heads shall be with the approval with the state board of education.

State Board of Vocational Education

3.02 The Act of Congress for Vocational Education Accepted.--The act of Congress entitled, "An Act to Provide for the Promotion of Vocational Education: To Provide for Cooperation with the States in the Promotion of Such Education in Agricultural and the Trades and Industries; To Provide for Operation with the States in the Preparation of Teachers of Vocational Subjects; and to Appropriate Money and Regulate its Expenditure," is hereby accepted. The state board of education shall have authority to accept supplementary acts for vocational education which are hereafter enacted by Congress.

3.03 Subjects for Which Appropriated Funds are Accepted.--The benefits of all funds appropriated under the act of Congress referred to in Section 3.02 of the revised code is hereby accepted as to: (a) appropriations for the salaries of teachers, supervisors, and directors of agricultural subjects; (b) appropriations for salaries of teachers of trade, home economics, and industrial subjects; (c) appropriations for the preparation of teachers, supervisors, and directors of agricultural subjects and teachers of trade, industrial, and home economics subjects.

3.04 Cooperation with U.S. Office of Education.--The state board of education may cooperate with the Office of Education of the United States Department of Health, Education and Welfare in the administration of the act of Congress referred to in Section 3.02 of the revised code and of any legislation pursuant thereto enacted by the state, and in the administration of the funds provided by the federal government for the improvement of agricultural, business, distributive, trade and industrial, and home economics subjects, and vocational guidance. The board may appoint such directors, supervisors, and other assistants as are necessary to carry out such sections, such appointments to be made upon nomination by the superintendent of public instruction. The salaries and traveling expenses of such directors, supervisors, and assistants, and such other expenses as are necessary, shall be paid upon the approval of the board. The board may formulate plans for the promotion of vocational education in such subjects as an essential and integral part of the public school system of education; and provide for the preparation of teachers of such subjects, and expand federal and state funds appropriated for any purposes approved by the Office of Education of the United States Department of Health, Education, and Welfare. It may make studies and investigations relating to pre-vocational and vocational education in such subjects; promote an aid in the establishment by

local communities of schools, departments, and classes, giving training in such subjects; cooperate with local communities in the maintenance of such schools, departments, and classes; establish standards for the teachers, supervisors, and directors of such subjects; and cooperate in the maintenance of schools, departments, or classes supported and controlled by the public for the preparation of teachers, supervisors, and directors of such subjects.

3.05 Approved Schools Received State Money Equal in Amount to Federal Money.--Any school department, or class giving instruction in agricultural, commercial, industrial, trade, and home economics subjects approved by the state board of vocational education and any school or college so approved, training teachers of such subjects, which receives the benefit of federal moneys shall be entitled also to receive for the salaries of teachers of said subjects an allotment of state money equal in amount to the amount of federal money which it receives for the same year.

3.06 Deposit and Disbursement of Federal Funds.--The treasurer of state is hereby designated as the custodian of all funds received from the United States Treasury for vocational education. All money so received or appropriated by the state for the purpose contemplated in the act of Congress referred to in Section 3.02 or in acts supplementary thereto, shall be dispersed upon the order of the state board of education.

3.22 Bureau of Vocational Rehabilitation.--There is hereby established within the state board, a bureau of vocational rehabilitation, consisting of a director and such other personnel as may be necessary for the proper and efficient administration of the provisions of this act.

Comprehensive Vocational School Districts

3.30 Plan for Comprehensive Vocational School Districts.--Any local, exempted village, city, or county board of education, or any combination of such districts, may make or contract for the making of a study pertaining to the need to establish within the county, or within an area comprised of two or more adjoining counties, a comprehensive vocational school district, and for the preparation of a plan for the establishment and operation of a comprehensive vocational school district covering the territory of two or more school districts within such county or counties. Any local, exempted village, or city school district in the county or counties may participate with the initiating unit in the cost of such study and plan. Such plan shall be submitted to the state board of education by the initiating unit.

3.31 Submission of Plan to Participating Districts.--On approval of the plan by the state board of education, the initiating unit shall file a copy of such a plan with the board of education of each district whose territory is proposed to be included in the proposed comprehensive vocational school district. Within 60 days after receiving such copy, such board of education shall determine whether its district shall become a part of the proposed comprehensive vocational school district. If one or more boards of education decide not to become part of such a proposed district, a revised plan shall be prepared by the initiating unit and if such a revised plan is approved by the state board of education, such initiating units shall file the revised plan with the board of education of each district whose territory is proposed to be included in the proposed comprehensive vocational school district. Within 60 days thereafter each such district shall determine whether its district shall become a part of the proposed comprehensive vocational school district.

3.32 Creation of Comprehensive Vocational School Districts.--Subject to the consent of the board of education of each school district whose territory is proposed to be included within a comprehensive vocational school district, the initiating unit may create a comprehensive vocational school district within the county or within an area comprised of two or more adjoining counties, composed of the territory of all the school districts whose boards of education have approved the formation of the joint vocational school district. The effective date of the establishment of such districts shall be designated by the initiating unit.

3.33 Comprehensive Vocational School District Board; Clerk; Executive Officer; Compensation and Mileage Allowance.--The management and control of a joint vocational school district shall be vested in the comprehensive vocational school board of education.

Where a comprehensive vocational school district is composed only of two or more local school districts located in one county, or when all the participating districts are in one county and the boards of such a participating district so choose, the county board of education of the county of which the comprehensive vocational school district is located shall serve as the comprehensive vocational school district board of education. Where a comprehensive vocational district is composed of local school districts of more than one county, or of any combination of county, local, city, or exempted village school districts, unless administration by the county board of education has been chosen by all the participating districts in one county pursuant to this section, then the board of education of the comprehensive vocational school district shall be composed of one or more persons who are members of the boards of education from each of the city, exempted village, or county school districts affected to be appointed by

the boards of education of such school districts. In such comprehensive vocational school districts the number and terms of the members of the comprehensive vocational school district board of education and the allocation of a given number of members to each of the city, exempted village, and county school districts shall be determined in the plan for such district, provided that such comprehensive vocational school district board of education shall be composed of an odd number of members.

A comprehensive vocational school district board of education shall have the same powers, duties, and authority for the management and operation of such comprehensive vocational school district as is granted by law to a board of education of a city school district, and shall be subject to all the provisions of law that apply to a city school district.

Where a county board of education serves as the comprehensive vocational school district board of education the county superintendent of schools shall be the executive officer for the comprehensive vocational school district and the board may provide for additional compensation to be paid to him by the comprehensive vocational school district but he shall have no continuing tenure other than that of county superintendent. The superintendent of schools of a comprehensive vocational school district shall exercise the duties and authority vested by law in a superintendent of schools pertaining to the operation of a school district and the employment and supervision of its personnel. The comprehensive vocational school district board of education shall appoint a clerk of the comprehensive vocational school district who shall be the fiscal officer for such district and who shall have all the powers, duties, and authority vested by law in a clerk of a board of education.

Where a county board of education serves as the comprehensive vocational school district board of education such a board may appoint the county superintendent of schools as the clerk of the comprehensive vocational school district.

Each member of a comprehensive vocational school district board of education shall be paid such compensation as the board may provide by resolution, provided that such compensation shall not exceed $20.00 a meeting and mileage at the rate of 10¢ a mile to and from meetings of the board not exceeding 12 meetings in any one year.

3.34 Bond Issue.--A comprehensive vocational school district board of education by a vote of at least two-thirds of its full membership may at any time submit to the electors of the comprehensive vocational school district the question of issuing bonds of such district for the purpose of paying for the cost of purchasing a site or enlargement thereof, and for the erection and

equipment of buildings, or for the purpose of enlarging, improving, or rebuilding thereof, and also the necessity of the levy of a tax to pay the interest on and retire such bonds. The proceedings for such elections and for the issuance and sale of such bonds shall be the same as those required of a board of education of a city school district specified in the revised code.

3.35 Tax Levy.--The board of education of the comprehensive vocational school district by a vote of two-thirds of its full membership may at any time adopt a resolution declaring the necessity to levy a tax for a specified period of years not exceeding 10, to provide funds for the purpose of purchasing a site or enlargement thereof and for the erection and equipment of buildings, or for the purpose of enlarging, improving, or rebuilding thereof, or for the purpose of providing for the current expenses of the comprehensive vocational school district. Such resolutions shall specify the amount of the proposed additional rate. On the adoption of such resolution the comprehensive vocational school district board of education shall certify such resolution to the board of elections of the county containing the most populous portion of the comprehensive vocational school district. The proceedings for subsequent election and for collection of tax moneys is the same as that required of city boards of education specified in the revised code.

3.36 School Foundation Allocations: Comprehensive Vocational School District.--Pupils in a comprehensive vocational school district continue to be enrolled in the school district of their school residence and should be considered as such in the calculation of approved classroom units under the state's foundation program.

3.37 Funds.--All comprehensive vocational school district funds shall be kept in depository selected pursuant to provisions specified in the revised code. The clerk of the comprehensive vocational school district shall be the custodian of such funds. Such funds shall be dispersed only pursuant to warrant signed by such clerk as a person so authorized by the board of education of the comprehensive vocational school district, and pursuant to order of such board approving such expenditure. No contract of such board of education involving the expenditure of money shall become effective until the fiscal officer of the comprehensive vocational school district certifies that there are funds in the treasury and otherwise unappropriated sufficient to provide therefore.

3.38 Disillusion of District.--Upon approval by a majority of full membership of the board of education of a comprehensive vocational school district, or upon the receipt of resolutions formally adopted by a majority of the boards of education of the school district participating the comprehensive vocational school

district shall adopt and send to the state board of education a resolution requesting the disillusion of the comprehensive vocational school district. Such resolution shall state the reasons for the proposed disillusion of the comprehensive vocational school district, shall set forth a plan for the equitable adjustment, division, and disposition of the assets, property, debts, and obligations of the comprehensive vocational school district, and shall provide that the tax duplicate of each participating school district shall be bound for and assume its share of the outstanding indebtedness of the comprehensive vocational school district. Upon approval of the resolution by the state board of education, the comprehensive vocational school district shall be dissolved in accordance with the provisions of the resolution.

Research Series No. 51

Supervision and Decision-Making Skills In Vocational Education: A Training Program Utilizing Simulation Techniques

SECTION V

STUDENT WORKING PAPERS

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

STUDENT WORKING PAPERS

The following samples of student working papers are sug ested for use with each exercise. Students should use these paper to take appropriate actions called for by the simulation exerci es and to serve as a record of all action taken.

Provision for supplying an ample quantity of these mate ials at each workshop should be made. Approximately 15 copies pe student of each paper will be required. It is suggested tha a packet of student working papers be supplied to each worksho participant.

LETTERHEAD STATIONERY

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
Capital City, Lafayette

State Superintendent
Edward F. Willis

Director, Vocational Education
Milford P. Conroy

NOTE PAPER

NOTES

Subject:

Date:

MEMO FORMS

DIVISION OF VOCATIONAL EDUCATION

Capital City, Lafayette

MEMO

To: Date:

From:

Subject:

RECORD OF TELEPHONE CONVERSATION

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Subject of Conversation	Time	Date
Person Called by Francis Ramey		Title
Organization		Location

Mr. Ramey's message: